

CONTENTS

for

Volume 49

September, 1949

Number 7

EDUCATIONAL PROBLEMS

The Catholic Grade School Principal Takes a Walk, <i>Bro. Gerald J. Schnepp, S.M.</i>	223
Modern Educational Philosophies, <i>John D. Redden, Ph.D.</i>	225
The Cardinal States the Issue Clearly Looking Into the Student's Mind, <i>Sr. M. Patricia, I.H.M.</i>	228
Education and Student Rights, <i>A Student Association</i>	230
The Need for Social Mathematics, <i>Sr. M. Stephanie, R.S.M.</i>	231
The Home Comes First, <i>Bro. Clement, S.C.</i>	32A
Editorials	234
Prepare and Be Definite, <i>Sr. M. Borromeo, O.P.</i>	236

PRACTICAL AIDS

High School	
Teaching How to Study, <i>Sr. M. Regis, P.H.J.C.</i>	237
School Publications, Consider Your Features, <i>Regis Louise Boyle, Ph.D.</i>	239
Eyes Afire! (St. Catherine of Alexandria), <i>Sr. M. Charitas, S.S.N.D.</i>	241
A Good Approach to Poetry, <i>Bro. Robert Wood</i>	243
Upper and Middle Grades	
Practical Catholic Action, <i>Sr. M. Prisca, O.S.F.</i>	244
Making a Leaf Tray, <i>Karl F. Ufer</i>	244
Fractions in the Middle Grades, <i>Amy J. DeMay, Ed.D.</i>	246
Does Group Work Pay?, <i>Sr. M. Roberta, O.S.F.</i>	248
September Reverie, <i>Sr. M. John Berchmans, B.V.M.</i>	248
Children Can Write, <i>Sr. M. Agneta</i>	249

Helps in Elementary History, *Sr. Charles Mary, O.P.*

251

Primary Grades and Kindergarten

A Trip to Washington, <i>Yvonne Altmann</i>	252
Religion Applied to Life, <i>Sr. M. Ricarda, I.H.M.</i>	254
Training for Responsibility, <i>Sr. M. Marguerite, C.S.J.</i>	255
An Action Poem, <i>Yvonne Altmann</i>	256
Teaching Devices, <i>Sr. M. John Berchmans, B.V.M.</i>	256

MISCELLANEOUS

On the Farm (Photo), <i>Richard Crummy</i>	226
New Administration Building of Brothers of Mary at Rome, Italy..	228
Oppose Federal Aid, <i>Very Rev. V. J. Flynn</i>	232
Copying Jesus (Poem), <i>Sr. M. Sophia, S.M.</i>	236
Evaluation of Audio-Visual Aids, <i>George E. Vander Beke, Ph.D.</i>	260

FABRIC OF THE SCHOOL

Are You Planning to Build?	257
St. Dominic's Villa, Mazzuchelli Heights, Dubuque, Iowa (Picture)	257
Library Building at Villanova College (Picture)	258
Keeping Toilet Rooms Clean	258

NEWS AND REVIEWS

Honorary Degrees in 1949	258
New Books of Value to Teachers	259
Guided Reading, <i>Cathedral Book Club</i>	66A
Catholic Education News	20A
Coming Conventions	50A
New Supplies and Equipment	70A

SEPTEMBER, 1949

"Prepare and Be Definite," says Sister Borromeo in one of the articles for this opening-of-school issue of your JOURNAL. There is no adequate substitute for thorough preparation for any kind of work. Some mechanical jobs can be planned as the work progresses, but presenting a lesson to a class of lively youngsters who have a thousand and one distractions, many of which they will try to transfer to the teacher, requires careful preplanning. There won't be much opportunity to think out your solutions in the presence of the class.

Do you have some of the problems mentioned by Brother Gerald in his article, "The Catholic Grade School Principal Takes a Walk"? He gives us some very good suggestions for attacking such problems in the light of our knowledge of their source.

What is social mathematics? Sister Stephanie tells us that it means the everyday mathematics that everyone needs and that some high school graduates lack. That is a challenge to us; and a challenge is an efficient incentive to action.

Modern schools are making good use of audio-visual aids in the classroom. On page 260 you will find the September installment of evaluation of audio-visual material edited by Dr. Vander Beke who has given years of attention to this practical aid to learning.

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The Catholic School Journal is published monthly except in July and August by

THE BRUCE PUBLISHING COMPANY

540 North Milwaukee Street, Milwaukee 1, Wisconsin
Eastern Office: 330 West 42nd St., New York 18, N. Y.
Central Office: 20 North Wacker Drive, Chicago 6, Ill.

Article Index: Articles in the CATHOLIC SCHOOL JOURNAL are indexed in *The Catholic Periodical Index*, and in the Catholic magazine index of *The Catholic Bookman*. — Entered April 20, 1901, as Second-Class Mail Matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879. Published monthly except in July and August. Copyright, 1949, by The Bruce Publishing Company. — **Subscription Information:** Subscription price in the United States, Canada, and countries of the Pan-American Union, \$3.00 per year, payable in advance. Foreign Countries, \$3.50. Copies not more than three months old, 35 cents; more than three months, 50 cents. Notice for discontinuance of subscription must reach Publication Office in Milwaukee at least fifteen days before date of expiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue. — **Editorial Contributions:** The editors invite contributions on education and on any subject related to the welfare of Catholic schools; e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid for at regular space rates.



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The CATHOLIC SCHOOL JOURNAL

Vol. 49

SEPTEMBER, 1949

No. 7

The Catholic Grade School Principal Takes a Walk

*Brother Gerald J. Schnepp, S.M.**

NO SIMPLE explanation can be adduced which accounts completely for the misbehavior of human beings, whether they be children or adults. As case after case is studied, it becomes evident that a multiplicity of factors is at work and that, furthermore, each case is apparently unique. Thus, the British criminologist Burt lists some 170 causative factors related to juvenile delinquency.¹ And, the belief that each case is unique is attested by the emphasis, in the field of juvenile delinquency, on individual treatment of the offender. Even so, no one can say that the approach to the treatment of delinquents or to troublemakers in school has been brilliantly successful. In fact, some would say that it has been eminently fruitless thus far. Even when children show improvement, we are not sure it is because of the treatment given. The reason for the confusion seems to lie in the answer — thus far not given — to the big question in this whole field: why is it that many children, exposed to practically the same causal factors as the delinquents, do not become delinquent? Dr. Martha M. Eliot estimates that about ten times as many children are affected by these factors as come to the attention of the juvenile courts.²

Straws in the Wind

Some teachers may be inclined to say, at this point, that the juvenile delinquent as such is a rarity and "I have never had even one in my classroom." Authorities on the subject would not be so sure. If one could trace the members of his various classes through the years he would probably encounter one or more who had run afoul of the law or who had committed acts properly called delinquent or even criminal. The petty misbehavior of the classroom, authorities would insist, was the clue to the later delinquent behavior; if it had been properly treated at the time, a criminal career might have been prevented.

Apart from delinquency and crime, however, it is highly probable that many youngsters who are maladjusted in school are headed for maladjustment in adult life which, even though it never brings them into contact with the law will nevertheless be a burden and a trial for themselves and for their associates. Kvaraceus, after reminding us that most delinquents are of school age, says that the school should teach the child how to live with others outside his family circle and should form his attitudes for proper life adjustment.³ It is of the utmost importance therefore, for the

school to do all in its power to understand and treat its "children with problems."

As already indicated, no perfect solution is now available and we have to make the best use of the tools which common sense and scientific endeavor thus far have devised. The explanation of human conduct, most would agree, must take into consideration both heredity and environment. Psychological and social factors are at work and while we concentrate on one we must not neglect the other. Therefore, while the emphasis in this article is on the social, this must not be taken to mean that the findings of psychiatry which are in accord with basic truths can be ignored if we are determined to make use of all the tools in our basic objective of helping youth to make a place for itself in this life and in the next.

We have come a long way before getting our Catholic grade school principal started on her walk. But when Sister Agatha sends one of her rugged sixth graders to the office because he is incorrigible and he gives the usual "I don't know" answer to the usual question "Why do you behave that way?" and when this continues to happen day after day in regard to many youngsters, it may be time to have a look around the neighborhood to see whether the answer can be found there. So, we would advise the principal, Mother Lux Beata, to plan a stroll.

Underprivileged Children

Perforce, the walk will be timed for a weekday after school hours, or on a Saturday afternoon; and, without further delay, off go Mother and her companion. As they get two blocks away from the school they encounter a gang of Catholic and public school pupils lounging around a corner drugstore, making remarks about the passers-by. Farther along, an empty lot is teeming with activity as games, interspersed with fights, make some progress. Now and then a word or phrase not found in the current spellers is heard. How fine it would be, Mother reflects, if this neighborhood could have a playground, and she may be reminded of Father Fursey's dictum that an unsupervised playground is worse than none at all. Quiet, perhaps caused by amazement, settles on the lot as the Sisters are spied; there are a few "G'afternoon Sisters" accompanied by the tipping of caps, but things liven up again shortly after they disappear down the next street.

As they get into the poorer section of the area, pool halls and taverns abound, with their accompanying obscenities from the mouths of questionable characters. "Innocent" children, playing on the sidewalk or in the street cannot help but be affected by what they hear and see. Maybe the police should do something

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¹George Genn, "Juvenile Delinquency," in *Encyclopedia of Criminology* (New York: The Philosophical Press, 1949), p. 214.

²*Ibid.* Dr. Eliot, as a representative of the U. S. Children's Bureau, gave this testimony before a Senate Committee in 1946.

³William C. Kvaraceus, *Juvenile Delinquency and the School* (Yonkers: World Book Co., 1945), p. 164.

about conditions like this, Sister muses, but, Mother replies, as long as the public supports prostitution, gambling, and other forms of vice this is not likely to happen.

Their musings interrupted by the roar of a train half a block away, the nuns are astounded by the flock of children who come running out from nowhere to watch the freight go by. Some of the more daring boys hitch a ride which is much more exciting than working those tough multiplication problems. "Maybe that's what they're thinking about when they gaze out of the window. . . ."

As the caboose rattles away, the Sisters cross the tracks and come to their first destination — the home of a fourth grader who has been absent for the past three days. Gathering up their skirts for the trip across the loose board walk, the Sisters hope that "be it ever so humble" is true of this rickety dwelling. Betty is sitting up in bed, just recovering from an attack of the flu. Poverty is written in capital letters all over the place but the home is clean and the Sisters are satisfied that Betty's good record in school shows that there are some things more important than material possessions.

Keeping up with their schedule, the Sisters bid adieu and sail down the dirty and unpaved street, remarking at the crowds of children playing, and how they seem to live in constant danger as huge trucks come rumbling by on their way to the near-by freight station. At the next stop, the story is not so favorable. The mother of the family has a long story of drunkenness and desertion on the part of her husband and the consequent necessity of using Bill to help keep the family alive. After hearing the sad history over the past several months, Mother Lux Beata and Sister Agatha are not surprised at the way Bill has been "acting up."

Returning to the convent via a different route, the principal and her companion observe many other things. The local movie house is gaudily advertising a cheap double bill, the usual crime and sex combination, which is probably attractive to youngsters but not designed to build solid virtue. Drugstores offer reading material which successfully competes, in a walkaway, with the best that the seventh-grade reader has to offer. But hospitals, playgrounds, and libraries are not to be found in the area, at least not on this walk.

Enlisting Aids

Returning after several hours, Mother Superior finds no difficulty in preparing for the weekly faculty meeting Saturday night. Each Sister reflects on the half dozen troublemakers in her class and wonders whether any or all of them are subject to the influences which have been so graphically described. And this is just the beginning.

All are stimulated to look for help from various sources. Evidently, one of the first things is to study all that can be learned about the neighborhood and to this end a Sister is appointed to search the public library downtown for material on the general conditions of health, poverty, crime, and delinquency in the city and especially in this area.

On successive walks, the Sisters shortly find out about the good work which the St. Vincent de Paul Society is doing in the parish and without much ado, the head of the organization is contacted for consultation. He graciously agrees to share all his knowledge of the district with the Sisters so that they may have a better understanding of what may lie behind some of the mysterious antics of their youngsters. More, a check of school records and Vincentian records shows some identical families and the information, on the pledge of keeping it confidential, is made available to the principal and to the Sisters in charge of the classes where these children are enrolled. Several Vincentians are invited to address successive faculty meetings; all agree these are just about the most interesting meetings they have ever had and the speakers are bombarded with questions.

The school nurse, who until now has simply been someone who makes the principal a displaced person every Wednesday morning by taking over her office, is now seen in a new light. She has

plenty of information about the children and their families which can also be used to good advantage in arriving at an understanding of the animated failures and frustrations that turn and squirm all day every day in the school benches.

Even the social workers are now recognized as being something more than mere "snooperers" who are always prying into things which are none of their business. Through the pastor, a helpful soul who has frequent contacts with the Catholic Charities office because of the poverty in his parish, Mother Superior is introduced to the head of the agency. The workers who have cases in the area are willing to supply information which may be helpful in specific instances and they are overjoyed that the school is willing to co-operate in the program. No longer will the good Sisters be accused of solving their problems by expelling the children.

But some children still elude the investigation. The director of Catholic Charities suspects that information about them can probably be secured through the public agency and a phone call to the Social Service Exchange or Central Index quickly shows that he is right. Mother is urged to register her school with the Exchange and in the next few weeks is surprised to find that there are a multitude of agencies interested in social welfare not only in a general way but in a very specific way with the families of children attending her school.

And she also discovers the sad fact that facilities and personnel are very limited in comparison to the work that should be done. However, now that she and her faculty are part of the community activity and have broadened their viewpoint to include knowledge of the neighborhood and family conditions, things in the school seem to move along somewhat more smoothly.

Effort Rewarded

No longer is the conduct of Johnny Bulldozer labeled insoluble when he says "I don't know" to the usual question. There are other questions which readily suggest themselves — about his parents, his brothers and sisters, the neighborhood, what he is doing when outside of school, his job, how often he has attended the movies lately and what he has seen, and a multitude of others. The pastor, the Vincentians, the social workers, and the nurse are called in singly or together in difficult cases and all co-operate in working toward an understanding and solution of the problem.

In the faculty meetings, there is a feeling of confidence that much more is known about the situation than ever before. The Sister who did the library work came back with an armful of books about the conditions in the city. On successive trips she found many other volumes, some of them rather critical of the school for failing to do a good job. Kvaraceus' book on *Juvenile Delinquency and the School*⁴ proved particularly stimulating, and books by Healy and Bronner, Tappan, and Neumeyer were searched for clues.⁵

Discussion and exchange of opinion ranged back and forth and the Sisters came to the conclusion that Drucker and Hexter were "so right" — as their pupils would say — when, twenty years ago, they suggested four things the school must bear in mind in aiding the child: (1) expert help in his physical well-being; (2) qualified personnel to handle the attendance, visiting teacher, and counseling divisions of the school; (3) special classes for children who need them; and (4) psychiatric or guidance clinics for the more seriously disturbed children.⁶

As they studied the effects of environmental factors they noticed the personal or psychological factors at work too. Withal, even though they do not claim to have found the answers to all the problems of the children who come to their classrooms every day, they feel that they know a great deal more than they did before the principal decided to take a walk.

⁴Op. cit.

⁵William Healy and Augusta Bronner, *New Light on Delinquency* (New Haven: Yale University Press, 1936); Paul Tappan, *Juvenile Delinquency* (New York: McGraw-Hill Book Co., 1949); Martin H. Neumeyer, *Juvenile Delinquency in Modern Society* (New York: D. Van Nostrand Co., Inc., 1949).

⁶Saul Drucker and Maurice Hexter, *Child Astray* (Cambridge: Harvard University Press, 1929), p. 279.

Modern Educational Philosophies

John D. Redden, Ph.D.*

A PHILOSOPHY of education is a particular philosophy of life applied to education. By a philosophy of life is meant the first principles one accepts as true; that is the ultimate explanation of man, nature, reality, society, morality, and democracy to which one subscribes. It is true, then, that from one's philosophy of life comes one's philosophy of education, and from one's philosophy of education comes one's educational principles, methods, and curriculum.

Three Ways

At present in the world three ways of life and philosophies of education are most significant in their interpretation of morality, democracy, and freedom. These are American materialism or experimentalism, Russian communism, and the perennial Christian way of life. Experimentalism and communism are materialistic ways of life. They explain man, life, morality, society, education, democracy—in fact all reality—in terms of matter alone. This means that God, the spiritual, the soul, anything beyond the mere material order such as the supernatural are positively denied.

In the United States, experimentalism, or the philosophy of John Dewey, seeks to dominate the democratic way of life and by education to create a new social order patterned on the teachings of this same experimentalism. This philosophy is not only a materialistic "way of life" but it is positively atheistic as well.

A second materialistic atheistic "way of life" is communism. This way predominates in Russia. In recent times it has been spreading rapidly and has engulfed many Central European nations. It has many exponents in other European countries and followers in Asia and the United States.

A third way of life is the Christian, the truly democratic Catholic way of living. This way was taught and demonstrated by Jesus Christ and is founded on true philosophy. It is preserved and perpetuated through the dogmas, laws, and practices of the Catholic Church.

In the present world chaos and unrest, the applications of materialistic philosophy offer a distinct threat to world peace. There is a positive attempt to undermine and destroy the true democratic way of life which is based on Christian truths and principles of universal justice.

It is indeed a sad state of affairs in modern life when so many well-meaning Americans—Catholics, Protestants, and

others—through ignorance, selfishness, pride, or personal greed accept and espouse many of the teachings and vain promises of materialistic ways of life. Under the misguided idea that man's worldly standard of living will be improved by "sharing of wealth"; by abolition of private property; by public control of industry and the means of production; by extending greater liberty and less responsibility; and by other specious promises to the individual which are said to create here on earth a substitute for the Christian heaven: these ways of life seek to cast off all traditional authority, human and divine. It is only reasonable, then, to conclude that a permanent and enduring world peace can be had only when the insidious and pernicious practices of materialistic, atheistic ways of life are exposed, refuted, destroyed, or neutralized and thereby rendered incapable of committing future acts of aggression.

These materialistic ways of life will be examined briefly to indicate their real meaning and threat to peaceful world order.

Experimentalism

In the United States, the philosophy of John Dewey has won an ever increasing number of followers in the two decades preceding the second world war. Many thinkers at present feel, however, that during the past seven years Dewey's philosophy has become somewhat of a spent force and will gradually "wither on the vine." In many localities widespread acceptance of its views has been attained through teachers, school administrators, and professors in teacher-training institutions who have been thoroughly indoctrinated in the theories and practices of experimentalism under the label "Progressive Education." Referring to this same education one noted statesman of the second world war remarked: "Because of it, too many children know too little about too many things."

According to experimentalism, man is said to be a part of nature, a humane animal, who differs from other animals and lower forms of life in degree but not in kind. Man is held to be a product of evolution, and exists for society alone. His sole duty in life is to serve the group and at all times promote the material welfare of society. All rights and duties are said to have a social origin. Thus, there are recognized no God-given inalienable rights of man to life, liberty, and the pursuit of happiness. Experimentalism teaches that everything is changing—man, morality, society, democracy, and education. Thus, there are said to be no unchanging principles but only useful practices. The good is found in the

social sanction, "the mores can make anything right."

If the method works, meets an immediate need, it is held to be good. That which does not work or proves harmful to the group or society is bad. The child is to choose his own truth and in this choice the scientific method is the only guide. In fact, the scientific method is said to be the only trustworthy method. The child is to submit to no authority or discipline except that imposed by the group under the dictum "the greatest good for the greatest number." The child is encouraged to respond rather only to "felt needs." He is taught to do as he pleases whenever he pleases, provided such freedom, or rather license, does no harm to the group nor meets with group disapproval. Any practice may be adopted or discarded through expediency or the so-called findings of science. Thus, one finds experimentalism prescribing for the ills of the world such ultra-modern materialistic practices as scientific religion, scientific morality, sex education, planned economy, mercy killing, etc.

That experimentalism is confused about its goals for the future and is out of step with the purposes of modern democratic education is evident from the following admission by John Dewey in *Fortune* magazine, August, 1944: "We agree we are uncertain as to where we are going and where we want to go and why we are doing what we do."

A little logical reasoning shows that man is not a biological animal, a product of evolution, a part of nature. On the other hand, man was divinely created and possesses a dignity beyond that of all other earthly creation. He differs in kind and in degree from the animals. Civil society exists for man and not man for society. Man is a member of society and, as such, has obligations to promote the legitimate welfare of society and the common good. He has also a supernatural destiny and must achieve that destiny through conduct in conformity to the moral law, aided, of course, by divine grace. All human rights and duties have their source primarily in God and secondarily in the family and the state. They must be directed in their every exercise by God's law to the fulfillment of the individual and social purposes for which these rights and duties exist.

Despite the crusade of experimentalism to undermine authority, to substitute for God's law a so-called "scientific morality," to dehumanize man, to make society and the reconstruction of a constantly changing social order the goals of life and education, there remains a universal norm of morality, a moral law, founded on truth and good.

*Professor of education at Fordham University, New York City. This article is, in substance, a commencement address by Dr. Redden at Marygrove College, Scranton, Pa., in June, 1948.

ness. All men will be judged according to this moral law. Furthermore, contrary to the teachings of experimentalism, it is only by conformity to this law that the nations of the world can restore to all men that "tranquillity of order" which is the universal peace with justice awaited by the peoples and nations of the world.

Communism

Another materialistic way of life is communism. It seeks to establish a dictatorship of the proletariat, the propertyless wage earners, in all countries of the world. This will be achieved by infiltration, economic unrest, revolution, violence, or any other means necessary to attain a classless, collectivist society. All property, all labor, and all individual activities are to be controlled and used to promote the cause of communism. Hence there is permitted no private ownership of property, no individual enterprise or pursuit of vocational interests. The Marxian slogan "labor alone gives value" is applied and each person in good standing is to share in the goods produced according to his need. Communism decides what are man's material needs. It settles, moreover, the question of one's vocation, how many hours and under what conditions the laborer is to work, and what is to be produced. Right and wrong are judged by social and economic tests and not by God's law. That which materially advances the cause of communism is said to be good. All

authority rests in the proletariat which also determines the manner in which freedom is to be exercised.

Communism holds that "religion is the opium of the people." It is to serve as a drug only until the perfected state of communism is attained. Then, there will be no religion whatsoever. In place of religion atheism will prevail. Communism denies that man has inalienable rights; it denies his divine creation and that human conduct is governed by the moral law. For these communism substitutes "the party line," five-year plans, and a promised land of materialism wherein a classless society will rule with absolutism and man will be reduced eventually to a mere machine and live in a state of virtual slavery.

In the United States one finds communists infiltrating into labor unions, social and political organizations, creating dissension, encouraging and engaging in un-American practices. In Russia, however, there are no labor unions or political and social organizations other than what is in exact conformity to the party line. No real wages are paid; there can be no strikes; there is no limited work day or week. In fact each person is expected to contribute according to his ability and in turn receives according to his bare material needs. There are communists who are elected to public office in the United States; yet their very ideology seeks the overthrow of the Constitution of the United States and its government.

Using the confusion technique, namely a highly polished form of double talk and general promises that never can be fulfilled, communism, contrary to its very ideology, offers certain gullible Americans hope for better living conditions, higher wages, lower prices and taxes, a shorter work week, and an unrestricted freedom. In Russia, however, all these are denied to the people. If communism presents the veritable Utopia its proponents proclaim, it is a paradox why the majority of its followers resist any suggestion or attempt to get them to return to Russia and live in that modern paradise.

In passing it may be said that the one thing communism fears most of all is a program of Catholic Action in operation, with everyone who professes to be a follower of Christ participating. If all Catholics were to apply the teachings of their religion fervently, devoutly, and objectively in every aspect of living, the complete program of social amelioration embodied in the Catholic religion would soon encompass a world social order from which materialistic ways of life would rapidly disappear.

The Catholic Way of Life

Opposed to materialistic ways of life is the Christian way of life, taught and exemplified by Jesus Christ. This is truly the democratic way of life. Its principles proclaim the existence of God; the rule of His divine providence over all things; the immortality of man's soul; the freedom of man's will; man's moral responsibility to God, his fellow men, and himself; the intrinsic worth and dignity of the individual; man's inalienable rights; and the necessity of respect for and obedience to properly constituted authority.

The Catholic way of life and philosophy of education presents valid explanations of man, his origin, nature, and destiny; the functions of the Church, the family, the state; the meaning and exercise of freedom and authority; the correct principles which govern democracy. This way of life embraces the essential relationship between the supernatural and the natural, the Creator and the created, the individual and society. It envisages man as a being composed of a physical body and a spiritual soul united in substantial union; as an individual endowed with inalienable rights, responsible for his conduct; and as a member of society having obligations to the Church, the State, the family, and the social order.

The Catholic way of life emphasizes that man has the duty to contribute to the improvement of the social order and to promote the common welfare of all. Man, furthermore, has the obligation to struggle to overcome the forces of false philosophy and atheism which seek the destruction of truth and justice. The Catholic way of life recognizes the individual as a free personality who has definite moral responsibilities to his soul, his body, his material welfare, his fellow beings, and his Creator. These



"On the Farm." The Grand Prize Winner in the 1949 National High School Photographic Awards, sponsored by the Eastman Kodak Company. The original was a snapshot by Richard Crummy, 15-year-old high school freshman at Summit, N. J. He received first prize of \$100 in the class of pictures of pictorial beauty and the grand prize of \$500 for the best photograph entered in the competition.

responsibilities can be fulfilled most effectively and completely in a social order in which the Christian democratic way of life prevails. Under this way alone, founded on truths derived from reason and divine revelation, man can express his freedom correctly and enjoy it completely.

In order that man's freedom may receive correct expression and be fully enjoyed, it is necessary that the true meaning of freedom and authority be known and applied. Freedom in its right meaning is man's power to act in conformity to his rational nature and do what he ought to do. It is the individual's capacity to choose morally. While man's will is physically free to choose, his conduct and his choice is always according to a good which may or may not be a moral good; nevertheless, the will is not morally free because each individual is responsible for his or her conduct. If one chooses evil, one's conduct is sinful and deserves condemnation; if one chooses good it is good and deserves reward.

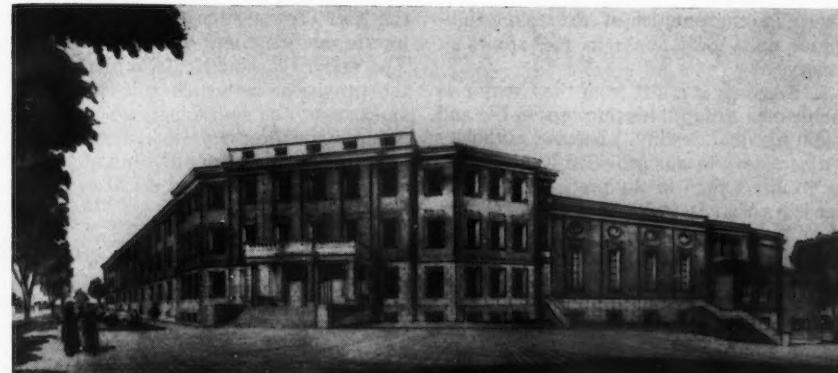
Properly speaking, freedom means one's ability and obligation to do what sound reason and morality tell the individual he ought to do in order best to fulfill the civic, social, individual, and spiritual purposes for which he was created. The term "ought" is the test in the correct interpretation of freedom. This makes the fact perfectly clear that freedom has a moral foundation. Freedom, then, is a moral power governed in application and scope by moral and religious principles. It is not a mere physical power founded on the social will, on political and economic expediency and subject to the whims of a so-called changing social order.

The Necessity of Authority

Freedom is based on eternal truths, on man's inner powers and inalienable rights. These do not change with individual interpretation nor are they subject to the conditions of time, place, or circumstances. Man's powers and rights are gifts from his Creator. The liberty to use and enjoy these gifts must be exercised by the individual always in conformity to the moral law and with solicitude for the rights of one's fellow men. Thus, the greatest degree of freedom often comes when in the practice of charity to one's fellow men one sacrifices certain rights to which one is legitimately entitled.

Experience and reason show that there can be no true freedom when the moral principles on which freedom rests are denied or excluded. It is these very principles which make freedom possible. Without them, man would be enslaved by his own desires, pride, emotions, and conflicting interests. To do as one pleases induces unbridled license together with individual and social conflict.

Now, to do what one ought to do, it is necessary to know what is true, what is right and what is wrong, what is good and what is evil. Certain truths are self-evident. Other truths can be learned only when some person or agency in authority presents



The New Administration Building of the Brothers of Mary at Rome, Italy. Very Rev. Sylvester J. Jurgens, S.M., is superior general of this order and Brother Bernard T. Shad, S.M., is inspector general of schools. Both of these superiors are Americans.

the facts and the evidence which makes these truths knowable.

There are truths in the moral order as well as in the scientific world which must be accepted on authority. Some scientific and moral truths are known only by the most learned; they are not thoroughly understood by the average person but are accepted because of authority. In the spiritual order certain truths, directly concerned with man's salvation, are entrusted to the authority of the Catholic Church. No one in this world can have a full understanding of them; they are mysteries of faith. In this case faith based on authority of revelation must be substituted for full knowledge. Authority, then, at times, must be a substitute for freedom. This is so especially in those matters wherein proper temporal and spiritual good make reasonably evident the need for such substitution.

Authority is a necessary limitation to freedom when the individual is unable or unwilling to conform to recognized moral and social standards. Without authority in this case the lives of many could be in peril. Authority rightly exercised guarantees the maximum expression of man's freedom. It assists the individual to do these things which, in agreement with his rational nature, he ought to do. It should be remembered that the power to do what one ought to do as a reasoning human being is freedom in its true meaning.

In order that freedom may become a reality it is necessary that the way of life under which man lives be the right way of life, which is the Christian democratic way of life. It is constructed on the unchanging truths of human wisdom and divine revelation. It is only when these truths govern all individual, social, civic, and international conduct that freedom can be had.

What Is Democracy

The Christian democratic way of life embraces the right meaning of democracy. Democracy has its origins in human nature. It follows from the fact of man's social nature. Its fulfillment is dependent on the fact that man is free to co-operate with others.

Democracy is life based on a universal moral law, the immutable law of God. This law sets forth the unchanging principles of morality. These principles embrace Christian charity and justice and make known the divinely instituted plan to which human conduct must be conformed to fulfill the purpose of man's existence. This law governs every expression of man's inalienable rights. When the individual knows that his inalienable rights are gifts from God and not from the state, he is more inclined to conform to God's law. Such inclination and conformity is necessary for all freedom.

In the correct meaning democracy accepts the individual's true origin, nature, and final destiny. It embraces the right purposes of society and the mutual relations between the individual and society as governed by the proper interpretation of freedom and authority. Democracy proclaims the worth and dignity of the individuals as above all material purposes and goals. It voices the truth that civil society exists for man. It teaches that God is the Creator of man and the state, and the source of all rights, duties, authority, and freedom.

Democracy may exist under various names or forms of governmental organization. Each of these forms, if truly democratic, must be dominated by eternal moral principles. When any government fails to abide by the sanctions of moral and religious principles, human nature usually is debased and distorted, man's inalienable rights are denied or given limited expression, and freedom is frustrated.

Catholic philosophy of education emphasizes that the five following principles of democracy must be accepted and applied if the individual is to enjoy the Christian democratic way of life.

1. The worth and dignity of the individual rest on his divine creation, his moral nature, his inalienable rights, his redemption by Christ, and his membership in the mystical body of Christ.

2. Civil society exists for man and not man for society. Both man and society have duties toward each other. In order to obtain that measure of material goods nec-

essary for the practice of virtue, the individual must participate in the affairs of society.

3. Freedom is a gift from the Creator to enable man to fulfill his purposes in life and attain his final destiny. Likewise, authority is a necessary means provided by the Creator to direct man in the proper exercise of freedom. Man is truly free in his conduct when he submits to legitimate authority.

4. All rights and duties have their origin in God. The exercise of these rights and duties must be according to God's law and the purposes for which they exist.

5. All men are equal in origin, nature, and purpose before the Father and before

the law. They are not equal in talents, interests, abilities, and vocational efficiency. The majority should rule, moreover, with the provision that such rule shall do no violence to the individual, his inalienable rights to life, property, liberty, and the pursuit of happiness, or to the moral law governing all individual and social conduct.

Christian Democracy

The question may well be asked "What kind of world order is needed for the Christian democratic way of life to function effectively?" The answer is a world order based entirely on God's law and which fosters man's complete development in

agreement with that law. This world order must embrace the recognition of individual freedom as a gift of God; respect for man's inalienable rights; acknowledgment of man's spiritual brotherhood and equality; and the acceptance of universal moral principles governing every aspect of life and man's final destiny.

It should be emphasized that a stable social order and an enduring world peace based on truth, goodness, and justice can be established only by the return of all men and women to the immutable guiding principles of the moral law. These principles must govern the individual, the group, and nations everywhere in the world.

THE CARDINAL STATES THE ISSUE CLEARLY

His Eminence Francis Cardinal Spellman has issued a statement which makes it clear that he opposes the Barden Bill for federal aid to education not because it appropriates funds for public schools only but because it denies to children not enrolled in public schools any of the auxiliary services (such as transportation) for which these federal funds may be used.

The Cardinal asked Mrs. Eleanor Roosevelt to read and comment upon his latest release.

Cardinal Spellman's Statement

In the midst of the great confusion and the many regrettable misunderstandings and misinterpretations over federal aid to education which is actually not an issue of any one church or any one religious group, but an issue of the welfare of all America's children, I feel it is my duty to state in simple terms the position that Catholics together with many Americans of other religious beliefs are upholding.

Again I repeat that firmly I believe in and shall ever uphold the American right of free speech which not only permits but encourages differences of opinion. In line with this great American privilege I have stated that it is consistent and just to defend children who attend parochial and other private schools from what we feel is unfair discrimination.

It is important that everyone should understand clearly what we are asking for under constitutional law, and, for what we are not asking. We are not asking for general public support of religious schools. In the state of New York, as in practically every other state, the State Constitution prohibits the use of public funds for the support of sectarian schools: The Supreme Court of the United States has interpreted the Federal Constitution in the same sense.

Under the Constitution we do not ask nor can we expect public funds to pay for the construction or repair of parochial school buildings or for the support of teachers, or for other maintenance costs.

There are, however, other incidental expenses involved in education, expenses for

such purposes as the transportation of children to and from school, the purchase of nonreligious textbooks, and the provision of health aids. These are called "auxiliary services." The federal-aid controversy revolves around these incidental benefits to school children, and around them alone.

Our New York State Constitution expressly allows the use of public funds for the transportation of children to any school, public or parochial. Fourteen other states follow the same nondiscriminatory practice. Moreover, in some states public funds are used to provide nonreligious textbooks for the children in all schools, public and parochial. In all states many communities supply public health services to pupils in all schools. The Supreme Court of the United States has upheld these practices as constitutional.

What precisely are we asking for? We believe in federal aid for needy states and needy children. We further believe that Congress should guarantee, as it did in the School Lunch Act, that all children of whatever race, creed, or color no matter what schools they attend, will share alike in the "auxiliary services" for which these federal funds are spent in the states.

We do not think it should be left to each state to decide for itself whether or not to distribute federal funds in a discriminatory way. And above all, we ask that Congress guarantee the use of federal funds for health and transportation services to the 2,800,000 of America's children attending parochial schools if they guarantee federal funds for health and transportation services to other American children attending public schools.

We are asking Congress to do no more than to continue, in its first general aid-to-education measure, the nondiscriminatory policy it has followed in the School Lunch Act and other federal laws dealing with schools and school children. We do not want Congress, for the first time, to adopt a discriminatory policy in the field of education.

This in no way undermines "the traditional American principle of separation of Church and State." We are asking only for what is

constitutional and in accordance with America's previous policy and tradition.

What we are asking is something vital to the American way of life: the free exercise of the right to send children to religious schools, and to have all American children, regardless of their color or of the school they attend, share alike in "auxiliary services" furnished by the Federal Government.

Mrs. Roosevelt's Statement

His Eminence, Cardinal Spellman, called me Thursday evening, August fourth. He asked me to go over a statement which he would like to release. I have read it and think it a clarifying and fair statement.

Paragraph Number Two of His Eminence's statement emphasizes the point which to many citizens of the United States, is very important, namely, that no federal funds appropriated for public schools by the Congress shall be used except as provided in the Constitution.

That means that funds appropriated for school buildings, the maintenance of school buildings, the equalization of school terms throughout the country, and the improvement in teachers' salaries, which would tend to equalize educational opportunities for all children, in all parts of our country and would obliterate any discrimination in public schools, can be available only to public schools.

The Cardinal's statement makes the point that the Supreme Court has declared it constitutional for states to use state or federal funds for "auxiliary services." There has been a feeling among many citizens that the use of federal funds for "auxiliary services" might lead to a change in the interpretation of the Constitution. The Cardinal's statement is clear on this Constitutional point.

I again wish to reiterate that I have no anti-Roman Catholic bias. I am firm in my belief that there shall be no pressure brought to bear by any Church against the proper operations of the government and that there shall be recognition of the fact that all citizens may express their views freely on questions of public interest.

Looking Into the Student's Mind

*Sister M. Patricia, I.H.M.**

TO A more or less marked degree we are all hero worshipers. Who does not thrill to hear of the deeds of valor and patriotic zeal and heroism on the battlefield? The battlefields of history are marked, and their heroes are praised and remembered in song and story. But the world is filled with other battlefields where the energies of life are spent, the subtlest victories lost and won, and heroes fall unknown, unstoried, and unsung. Every human heart is such a battlefield. There are hearts in which the din of battle is seldom hushed, and the smoke of the struggle between the forces of endowment and environment clouds the vision. They look out upon the same world to which the poet exclaimed, "World, you are beautifully dressed!" and they see differently, or perhaps, alas, they see not. And how few there are who can venture into the tragedy of such lives and with uttermost gentleness help them to see aright.

Youth Pleads for Guidance

The world today is filled with human driftwood, the sad wreckage of blasted ideals, broken hopes, disillusioned failures, and empty memories. They toss on the tides of our days and nights hating the world in which they live, mistrusting their fellow men, and showing an inconstancy, inefficiency, and irresponsibility baffling the best efforts of those who care to help them gather the splintered timbers of the temples they were created to be. Could they go back ten, fifteen, or twenty years and live them over, with kindly eyes to help them see, with sympathetic hearts to help them understand, and with prudent minds to guide them along the bypaths of adaptation in the bewildering days of youth, how vastly different might be their story. We have all seen this picture and grieve over the ruins of what might have been.

Our Golden Opportunity

But how sad the reality becomes when the clouded vision is in the eyes of the young, growing and endeavoring to develop behind a veil of misunderstanding. Teachers! young, old, and aspirant, herein lies the miracle of our lives. Ours is the duty to step with infinite tenderness into these struggling lives with a store of understanding sympathy. Look out through that blurred vision and then with the adolescent's point of view and our own knowledge, regulate those interior forces until the smoke and din of battle is cleared away

and the child can see how "beautifully dressed" the world is.

The "great, wide, beautiful, wonderful world" is waiting for its future tenants, its possessors, those who in the years to be will care for its laws and lands, teach its children and keep its homes. Where are they today? Down in the gap between childhood and manhood, struggling over the time-beaten path of adolescence, waiting for the day when the teachers of the land will fuse theory and practice into a unified attitude, thus bridging the gap of years and establishing a basis for the newly awakened potentialities and experiences of each individual "coming into his own."

She who takes her stand with the others in the classrooms of the country, those powerhouses of American citizenship, must be herself a model of efficiency, reliability, and responsibility. Hers must be a warm, loving heart filled with human sympathy, the power to understand, and infinite patience. She must also own a practical cleverness and an abundance of rich, ready humor. But over and above all, she must possess the ability of looking into the minds of her students and then out at the world again and the demands, the challenges, the responsibilities, of their immediate lives, seeing them through their eyes, getting their identical viewpoint. She must be able to detect deficiencies and tendencies of mind and manner, and to throw about each individual those influences of training and environment which will direct him into paths of normal thought and behavior. Inasmuch as she looks in at the behavior of the child, in at the workings of his mental forces, determines his needs, supplies the proper environment, and manages an adaptation which will result in normal responses, will she be guiding the child in the true sense of the word.

Healthy Basic Attitudes

And how is she to set about this all-important task of guidance? First there must be a something fundamental, a something upon which to build; a something that will establish itself firmly as a basis, not to be destroyed by the inconstancy and changefulness of adolescent experiences and adjustments. Before the mold has set, there must be implanted healthy, normal attitudes. There are certain basic attitudes necessary to the future fostering of desirable traits of mind and body. The first of these is the child's outlook in regard to work. He must be trained to see in work the nobility and dignity and justice of service rendered. He must be trained to under-

stand that work is for all; that every individual must fit himself or herself into some kind of work, and prepare himself to shoulder fittingly a share of the burden of this great working universe. The instructional process should absorb the various ideas and ideals of work, and the vast fields of possibilities should be revealed in an interesting and appealing manner to the growing girl and boy. Here again the teacher's adaptability must come into play. Still "looking in" she will discover distastes, fears, discouragements, lack of confidence and aversions on the one hand and on the other, attractions, interest, confidence, etc. Here the true teacher, she who is molding and training citizens for the great seething world beyond the classroom, will stoop to bring her program with its interests and possibilities down to the level and within the scope of the abilities of each individual, even within easy reach of those who are looking out and not seeing. She will vary her time and interests in such a way as to meet the unconsciously exacting requirements of the struggling ones, as well as to check and control the accelerated activities of the others. Finally, she will aim to direct all into channels that will lead ultimately to the vocations and avocations in the life for which they are best fitted. None must leave her misdirected or undirected. Her penetrative vision must search into the "why," and her direction must be such that will, in as full a measure as possible, clear away the difficulties and the struggles of the forces within.

Subtle Leadership

This instructional process must take place in as nearly perfect an atmosphere as it is possible to create. There must be equality and satisfaction. The teacher, however, must act, and act subtly. She must make herself lovely to a hero-worshipping age. She must present to her class a living example of the qualities she is endeavoring to inculcate. She must be to them and before them a leader and a comrade. Youth will recognize a desirable leader and follow; it will identify itself with a comrade. Herein lies the secret of adjustment, that necessary something that every teacher must experience and feel and understand in order to accomplish. No set ways or means can be established. They will arise and must be managed as the need presents itself, and according to immediate circumstances and conditions. Above all, the youth must never be allowed to suspect or detect that he is being managed or directed. On the surface his life in the classroom must be self-

*Director of elementary teacher training at Immaculate Heart College, Los Angeles 27, Calif.

directed, after the manner of adult living, but a self-direction inconspicuously modified and modulated by the subtle leadership and influence of the teacher. Present adjustments must be secured with a view to future needs. Hence, favorable relations and interrelations should be established between the individual and the group, the class, and society in general.

Worthy Ideals

Over this great foundation of attitudes and adjustments to a complete, full, and satisfying life, the teacher must arch the great dome of ideals. These ideals must tend to and center around a specific goal, that will through the years be a worthy, beckoning thing, an ideal for which each one will strive. This dome of ideals should color all beneath it — attitudes, strivings,

accomplishments, and future efforts. All should tend upward and nearer to this great, all-important thing — life's goal, be it an ambition, a career, a home, or whatever the great worth-while beacon may be that is crowning the ideals that are fashioning and coloring the years leading up to it.

Between the creation, modification, and adjustment of attitudes and the establishment of ideals and a goal, the structure or temple of life is to be raised. The individual only can do this. Again the teacher's subtle influence and ingenuity must be present planning, suggesting, and designing the type of structure she knows will best rest on the established attitudes and best fit under the idealized goal. But the adolescent builders must be free to work and choose tools — proper tools, however, previously supplied

by the wise teacher's forethought. Great freedom of movement and of originality should be theirs; and the teacher's task is to be a comrade, a helper, an encourager, or whatever she knows that the soul looking to her wants to find in her. Ever on the alert she must be to supply an object of greater appeal and more personal interest to attract away from wrong tendencies, thus substituting a greater good for a natural activity and digging new channels to drain away from the "lesser ways."

Thus the real teacher is always a builder, never discouraged, never hesitating, always uplifting, always understanding, ever building; guiding younger builders to rear structures measuring to their goals, and fashioning the domes of their ideals under the light of her own which measures to eternal heights.

Education and Student Rights*

This statement is an attempt to establish the end for which the academic community exists, and the purpose of student membership in that community. From these are derived the rights of the student to participate in curricular and extracurricular activities, and to co-operate in the administration of such activities.

Aim of the Educative Process

The academic community is a corporate organism composed of administrators, teachers, and students. They are all united together to form a society which exists for a specific purpose. Within this society each element has its proper place and function. Academic society exists for the purpose of educating the student. Or rather for the purpose of assisting the student to educate himself. By education we understand the organized development of all the powers of the human person, physical, intellectual, and moral, for individual and social uses. In a word, the educative process is designed to produce the educated man, one possessing knowledge and wisdom. By membership in the academic society the student is enabled to attain the highest intellectual, moral, and social development within his capacity. Hence, the function of the student in academic society is, by self-exercise and activity, to develop his powers by the acquirement of knowledge and wisdom. The function of the administrators and teachers is to assist, to direct, and to correct the student in the process of self-development.

Rights

By a right we understand an inviolable moral claim to some good; or to express it in another way, a right is an inviolable moral power to possess something, to do something,

or to demand something. All rights are simply means to an end. As a human person, by reason of intrinsic worth and dignity, everyone has certain rights which are inviolable moral claims to those goods which are necessary for the attainment of his purpose as a human being. Upon becoming a member of the academic community the student acquires a right to those goods which are necessary for the attainment of the end of that society. This means that he acquires a right to all those goods which are necessary for the acquisition of knowledge and wisdom, all goods he needs to reach full intellectual, moral, and social stature.

Limitation of Rights

All rights are subject to limitation. As Justice Holmes once remarked "We all have the right of freedom of speech, but that does not mean that a person may stand up and shout 'Fire' in a crowded theater." In the exercise of rights everyone is limited by the rights of others, by the common good of the academic, community, and of the State, by the just requirements of the university or college charter, and by the regulations which declare the purpose and program of a given institution. In the exercise of his rights, personal and civil, outside of the academic community the student must respect the rights of that community, particularly its right to reputation and good name. The exercise of the student's rights must not be in conflict with his responsibilities and duties to that society.

The following is an attempt to state in concrete form some of the basic moral claims which a student possesses. It is, in no sense, complete or exhaustive.

Bill of Student Rights

1. The right to be taught the truth where the truth is known. In those areas where the truth

has not yet been established the student has the right to be informed that what is taught is a matter of opinion and controversial.

2. The right of every individual to the education which is suited to his capacity.

3. The right to a clear and concise statement, before entering the institution, of the contractual rights, duties, and responsibilities pertaining to curricular and extracurricular activities.

4. The right to be well taught by qualified and competent instructors.

5. The right to administrative protection against unreasonable and arbitrary action by members of the faculty and administration and by recognized student organizations.

6. The right to be informed of any changes in the policies or regulations of the institution at the time such changes are made. Such changes shall not be effective until after such notification.

7. The right to petition through proper channels for changes in curriculum and teaching personnel.

8. All students, irrespective of race, sex, color, religion, or political belief possess these rights.

We strongly suggest that, as an administrative mechanism, the student body be given authority and jurisdiction by the administration to establish democratic student government.

Interest your students in buying Government Savings Bonds. This provides an excellent practical lesson in thrift as well as many experiences in arithmetic and book-keeping.

*Proposed by the Marquette University Chapter of the National Student Association.

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The Need for Social Mathematics

*Sister M. Stephanie, R.S.M.**

OF A class of 35 pupils in the ninth grade of a Catholic high school today about six will enter college and of those six three will remain in college to graduate. Fifty years ago almost all the students in high school came seeking preparation either for skilled jobs or for further education, and the schools accordingly gave them vocational training or prepared them for college. But in the past generation, while high school enrollment has increased tremendously, the percentage of those students enrolled in mathematics courses has steadily declined. In New York state public schools, to cite an example, in the six years between 1928 and 1934 the number of students enrolled in elementary algebra and plane geometry dropped 33 per cent in each case, while the actual school enrollment rose 46 per cent. The future college student still gets an excellent mathematical education, but what about the other 85 per cent? Are they to finish high school mathematical illiterates because they are not interested in geometry?

What We Need

The pupil in a Catholic school has a right to expect that the school will equip him with all the knowledge and skill necessary for efficient citizenship. Father Thomas Quigley in *Catholic Social Education* says, "The pupil must be able to adjust himself to the kind of social environment in which he will make his living and work out his eternal destiny. Furthermore, since each of his human acts plays an important part in the attainment of his destiny, and since these acts are performed within an environment made up of the land and the people with whom he lives, he must fully understand this environment."¹ Part of this environment — and an ever increasing part — involves mathematics. Somewhere on the secondary level, students must be equipped with the knowledge, skills, attitudes, and habits of life to cope successfully with the tasks that lie ahead of them.

In *Education at the Crossroads*, Maritain tells us that man's education must be concerned with the social group and prepare him to play his part in it.² This social aim has sometimes received too much emphasis. Any system of education which substitutes the social aim, which is secondary, for the ultimate aim of education, namely the eternal salvation of the one being educated, is fallacious. Society itself and the welfare of

society are not primary aims, but nevertheless the preparation of a child to fill his place in society is certainly an important aim, and the omission of it would lead to a one-sided education.

The Second Report of the Commission on Post War Plans, published in May, 1945, presented suggestions for the improvement of mathematical instruction from the beginning of the elementary school through the last year of junior college.³ This Commission, created by the board of directors of the National Council of Teachers of Mathematics, stated the high school's responsibility as first, to provide sound mathematical training for our future leaders of science, mathematics, and other learned fields, and second, to insure mathematical competence for the ordinary affairs of life to the extent that this can be done for all citizens as a part of the general education appropriate for the major fraction of the high school population. In particular, in its Thesis 19, the Commission stated: "New and better courses should be provided in the high schools for a large fraction of the school's population whose mathematical needs are not well met in the traditional sequential courses." "Needs" refers, not to specialized technical training, but to the ordinary understandings and skills important to an adult today.

Let us see what Catholic educators think. Such an authority as Father Leen deplores what he calls the "fetish worship" of mathematics and says that for the practical purposes of the existence that falls to the lot of the average man or woman, all that is required is a good course in arithmetic and some acquaintance with geometry.⁴ Ten years ago the "Policies Committee" of the National Catholic Educational Association in its *Tentative Statement of the Objectives of Catholic Education in the United States* listed as the fifth objective: To develop vocationally prepared Catholics who have mastered that body of knowledge and those skills which are indispensable or highly valuable in every vocation.

Actually we do not need all these reports to tell us that there is something lacking in present-day mathematical instruction. Certainly we are not arguing for the abolition, or even watering down of the traditional courses. College preparatory students are entitled to the best education we can give them, and all the mathematics that they are capable of absorbing. So are those students who want an academic education

even though they may be financially unable to go to college. As mathematics teachers, we profess to understand the meaning of statistics, and surely that figure of 85 per cent is sufficiently large to warrant our concern for this vast majority who will become inept adults when confronted with problems involving percentage, fractions, or even just whole numbers. There will be certain common problems that each will have to face: the purchase or rental of a house, the buying of insurance, the payment of taxes, transactions with telephone, gas, and electric companies. The information acquired in grammar school, however well learned at the time, is insufficient preparation for an entire adult life. Even the ability to read a newspaper intelligently presupposes a certain amount of mathematical literacy, and the assumed level of literacy is steadily rising.

Social Mathematics Suggested

It is to fill this need that a course in social mathematics for senior high school students has been suggested. It is not the same as commercial arithmetic (although some of the topics covered may overlap) but exactly what its name implies, a course for the more mature members of the high school body in the arithmetic they will use as adults, all the time they are adults, no matter what vocations they choose to follow. In order to fit our children for their parts in a social and economic world in which they must work out their salvation, we have an obligation to teach them how to procure advantageously and to use wisely the food, clothing, and shelter which are necessary to all men, and without a certain minimum of which the practice of virtue becomes improbable, if not impossible.

Which students shall take social mathematics? In most schools it probably will be an elective subject, intended primarily for those students who do not intend to go to college, but it should not be a convenient "catchall" for those who cannot do well in anything else. Up to this time there has been a certain stigma attached to courses designated by such names as social mathematics, general mathematics, or commercial arithmetic. Those students in the traditional academic course may have a rather snobbish attitude toward those registered in the more practical courses, although some of the so-called college material may not be doing particularly well in their own classes and might much more profitably be engaged in the more plebeian arithmetic. In passing, may we mention that the superior attitude toward students in general mathematics courses is not limited entirely to their fellow students. Their parents may not think

*Cathedral High School, Trenton, N. J. From a paper read at the meeting of the Middle Atlantic States Unit of the N.C.E.A., at Baltimore, Md., Feb. 17, 1949.

¹Rev. Thomas J. Quigley, *Catholic Social Education*, p. 14 (New York: W. H. Sadlier, Inc., 1945).

²Jacques Maritain, *Education at the Crossroads*, p. 14 (New Haven: Yale University Press, 1943).

³The Second Report of the Commission on Post-War Plans, *The Mathematics Teacher*, Vol. 38, No. 5 (May, 1945), 195-196.

⁴Edward Leen, C.S.Sp., *What is Education?*, p. 139 (New York: Sheed and Ward, 1944).

general mathematics quite as high on the social scale as geometry, for example, and sometimes (we whisper it), even teachers are infected by this notion.

The noncollege students usually are the less articulate members of society. In future years they will not spend their time writing letters to the editor in criticism of what they were taught or not taught in the school, but their appreciation for what they have received is frequently greater than that of the "intelligentsia" for whom the present-day mathematical offerings are arranged.

Mathematics for Living

The college preparatory student can profit just as much as his somewhat less gifted brother from a course in social mathematics. Suppose he does take a full four years of mathematics — two years of algebra, plane and solid geometry, trigonometry. He has an excellent foundation for a career as a scientist, an engineer, a professional mathematician. Does that necessarily mean that he knows how to buy intelligently, or when he is being cheated into paying an exorbitant rate of interest on borrowed money? It is not enough for our potential leaders to have algebra and geom-

etry. They are the ones who will have the responsibility of making decisions for others and of working for support of these decisions. They must have experience in studying the quantitative aspects of consumer and social problems, not now included in their curriculum, and of understanding the needs of all types of citizens.⁵ If they learn quickly, perhaps all this can be accomplished in one semester, but no matter how long it takes, every high school student should have some sort of opportunity to make quantitative interpretations of the social and consumer issues he will meet, whether it takes one term or considerably longer.

Both groups of students, college preparatory or not, should somewhere be taught the ordinary practical details of arithmetic as used in everyday life, which are not now found in textbooks, except perhaps in specialized courses like commercial arithmetic. For example, several weeks ago I heard a college girl ask a post-office clerk what was the point in registering a letter. True, it is not so important that everyone understand how a bank discounts a note,

⁵Harriette Burr, "Mathematics in General Education," *The Mathematics Teacher*, Vol. 40, No. 2 (Feb., 1947), 59.

but everyone should know how to make out a deposit slip, and how to read a bank statement. One may be a useful citizen without being able to reckon compound interest — after all the bank takes care of that anyway — but anyone who is going to handle money at all, even if she is only going to be the cashier of the local supermarket, should know that when money is wrapped for bank deposit, all the bills face the same way. These are trivial examples, to be sure, but if all adults followed these little points conscientiously, there would be less wear and tear on the nerves of bank employees, and anything that shows regard for our fellow workers is a fulfillment in practice of that high-sounding "social aim."

In Which Year?

The next question that arises is, "In what year should social mathematics be taught?" Some schools now offer a course in general mathematics as an alternative to algebra I in freshman year. Many have a commercial arithmetic course in the tenth year for the commercial students, in which the bright students are bored because the class must move slowly to accommodate those who have difficulty with the fundamental processes. The not-so-bright ones are there, not from any eagerness to learn of things commercial, but because they need the five credits, or else because Sister does not think they should have another study period.

In both the ninth and tenth grades, the students have not sufficient maturity, as they had not in the eighth, to see the application of general financial principles to their own lives. Take a unit on the ownership and maintenance cost of an automobile. To a boy in ninth grade the possibility of owning a car is fairly remote, but by the time he is a junior or senior, he may have begun to save toward buying one, or at least he is conversant with the price of gasoline for his father's car. A freshman girl with little to budget and nothing to invest is not going to be particularly interested in the savings problems of a hypothetical wage earner. But by the time the same girl is a senior and has worked long hours in a department store for money which she finds disappears only too quickly, she may see a little more clearly the value of budgeting earnings before they are spent instead of after.

In general, then, it would seem that the course in social mathematics should be postponed until the senior year just before the student steps out into the world where the problems are no longer in the textbook but are an actuality. The most serious disadvantage to this postponement is that students who discontinue earlier in the course have missed the discussion completely and they perhaps are the ones who need it most, since usually they cannot think through their own problems clearly and are wonderful material for the unscrupulous money lender or real estate salesman.

OPPOSE FEDERAL AID

The following letter recently was addressed to the chairman of the House Committee on Education and Labor, by Very Rev. V. J. Flynn, president of St. Thomas College (St. Paul, Minn.) and president of the American Association of Colleges for 1949-50.

Dear Mr. Lesinski:

I am wholly opposed to any continuing program of federal aid to education, for the very simple reason that such a program, if developed to any significant extent, would inevitably lead to federal control. Anyone with more than ten minutes' experience in political life knows this to be true. I am not opposed to temporary grants in aid by the Federal Government to the states for emergency needs in education, or in any other sphere of their activities, once a need is demonstrated which is beyond the powers of the individual states to meet. However, it is my opinion that the statistics now being quoted in support of federal aid for the states are, for the most part, out of date; I should therefore like to recommend that no action be taken by the Congress until sufficient data can be assembled for intelligent considera-

tion of the problem. After all, this matter is not like the attack on Pearl Harbor; it is not an emergency that demands action overnight. Our nation is less than two centuries old, and in that period we have built up the greatest system of public education in the world. If it is not yet perfect, let us exercise a little patience, and let us avoid any precipitous action which might throw out the baby with the bath. None of our institutions in America is perfect — our press, our radio, our stage, our democratic form of representative government; we wish them all improved, but not by any means whatever, regardless of the risks involved.

Least of all, in my opinion, do we wish our educational system improved by means inherently dangerous. Far better for it to struggle along with its imperfections, gradually improving as its constituents grow in wisdom, than to have it immediately raised to higher standards set by federal authority.

The ways of freedom are indeed often slower than those of despotism; but most Americans, I submit, still prefer freedom to any despotism, however benevolent.

What Is Social Mathematics

What shall be the content of a social mathematics course? It will vary according to the needs of the community in which the students live, their possible future work, and even from year to year depending upon the type of student taking the course.

Ralph Miller, a teacher in the Ridgewood High School, Ridgewood, N. J., described the situation in his school in the May, 1947, *Mathematics Teacher*.⁶ Of the students in the Ridgewood High School, 75 per cent go to college. For them there was the regular academic preparation. In addition, the noncollege students took general mathematics in ninth year and, if they wished, shop mathematics in tenth year. Nowhere until 1945 was there any provision for the mathematics used in everyday affairs. Oh, they learned that in the eighth grade? But that does not prove that the pupils can solve the same problems as seniors.

Then a course in social mathematics was added. When it was announced in June four signed up. After Mr. Miller had done a little campaigning, the enrollment rose to 36 in September, and they were a mixed group. About one half had had geometry; some had failed algebra. The topics covered were fundamentals, areas, the metric system, percentage, interest, discount, installment buying and borrowing money, budgets, taxes and home ownership, saving and investing money, insurance, and statistics.

A much more complete discussion of a course of study is given in the *Curriculum Journal* for November, 1939.⁷ This course was originally intended for the tenth-grade pupils in Cleveland, Ohio, high schools who "could not profit from the usual course in algebra and geometry." I do not know who decided whether the student "can or cannot profit," but we shall let that pass. The same experimental course of study might be used even more fruitfully for a twelfth-grade course in the light of our previous discussion. For example, the unit on "public utilities" was treated in this way: The first section was devoted to electricity. The pupils were given practice in reading electric light meters, and in computing the light bill from them. Next, problems on computing the cost of burning electric light bulbs of various wattages and of using certain common electrical appliances were introduced. The treatment of gas and water utilities was very similar to that of electricity. Problems in this section were concerned with the cost of heating and cooking with gas and the cost of water for various purposes. The pupils computed monthly telephone bills under different rate plans and found the cost of long-distance calls.

Other topics treated in the same detail in the Cleveland course are savings and investment, budgets, installment buying, methods of paying bills, purchase and operation of an automobile, shelter, insurance, wages and taxes.

The Cleveland course of study does not mention it, of course, but it might be a good idea in a Catholic school to study the annual financial statements issued by the local Catholic churches so that the future supporters of the parish will know where the money goes, or to study the January 2, 1949, issue of the *Sunday Visitor* concerning the relative amounts of money spent for luxuries and amusements and for church contributions.

Textbooks and Material

Besides the problem of the course of study, there are other considerations in introducing a course in social mathematics. An important one is a textbook. In the Cleveland tentative course, none was used, the materials being obtained directly from individuals, stores, and government agencies. While this has the value of being new and fresh material, it means a great amount of extra work for the teacher, and since the teacher of social mathematics will probably be teaching a few other subjects besides, she is not going to have time to become a curriculum expert at the same time and write her own textbook. I do not know of any textbook which really fits the need. Perhaps you do. There are a number of books on basic mathematics, so called, but they all include some algebra and geometry, and usually these are not thought of as social mathematics. The same can be said of those with titles similar to "Senior Mathematics," a sort of hybrid of the algebra and geometry which a student should have learned and is now taking as a refresher course, or never had and is now taking as part of his general education. One objection to textbook material is that in units concerning financial matters it becomes "dated" quickly, because prices change so rapidly. One possibility is to use a general mathematics text, omit the more technical units from trigonometry or geometry, for example, and supplement the book with information, tables, and graphs taken from the newspaper and the weekly news periodicals, which are always full of mathematical references. An idea involving number can pass from one individual to another only if both have the ability to use and interpret mathematical modes of expression. That our news magazines use so many graphs only shows to what an extent the public must be educated along these lines.

The *Seventeenth Yearbook* of the National Council of Mathematics Teachers contains in its arithmetic section excellent problems on the application of arithmetic

to ordinary life on the high school level.⁸ There is available a mimeographed bulletin published by the Montclair State Teachers College, New Jersey, which gives addresses where supplementary material may be obtained.⁹ Finally, actual tangible deposit slips, bills, checks, etc., should be used as materials of instruction. There will always be those in the class who, like Nancy Lammeter in *Silas Marner*, do their subtracting by the process of removing visible metallic shillings and sixpence from a visible metallic total. For them, and for the others, too, actually seeing of the business form is much better than hearing about it.

A Course for Everyone

No, there is no college credit for social mathematics, although it is accepted by some colleges as an additional unit to the required algebra and geometry, but there are standards of value other than college entrance credit.

We said in the beginning something about habits and attitudes, and not only skills. Perhaps a word of caution should be injected here about making the course in social mathematics too practical. Understandings are important, too. It is more important to know when not to borrow money than it is to be able to compute the interest; it is important that a man know what type of insurance policy will give him the best and most needed protection and not merely how much the premiums are. It is more important that a homemaker know the value of spending last month's salary instead of next month's pay check rather than that she be able to expound the complexities of the national war debt. All these intangibles must somehow be brought into a course on social mathematics, or the teaching of simple computation is useless. Some people who have been excellent at computation have been imprisoned for embezzlement, so it is not the isolated skill that matters, but the skill as part of a Christ-centered life.

There may be no such thing as a Catholic arithmetic, but whatever disposes the child for the living of a Christian life is an obligation of a Catholic educator. Training in every skill and growth in the various fields of knowledge, arithmetic among them, share the supernatural character of Catholic education, for among the necessary human accomplishments there is none that cannot be associated with supernatural happiness. The smallest scrap of knowledge or the least degree of attainment brings some pleasure or utility to the learner which does not end there. A man will earn a day's wage because he has learned to compute, a girl will be a better homemaker because she has learned to spend a morning shopping wisely, and because of such odd days and mornings lived in wisdom and in charity, they will see God forever.

⁶Ralph C. Miller, "Arithmetic for the Twelfth Year," *The Mathematics Teacher*, Vol. 40, No. 5 (May, 1947), 221-224.

⁷J. M. Jacobs, "Social Mathematics for Grade Ten," *Curriculum Journal*, Vol. 10, No. 7 (Nov., 1939), 320-322.

⁸A *Source Book of Mathematical Applications*, compiled by a Committee of the National Council of Teachers of Mathematics (New York: Columbia University, 1942).

⁹Mathematics Teaching Aids (Upper Montclair, N. J.: New Jersey State Teachers College, 1947).

The CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

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Are You Planning for the Year?

It is a good thing at this time of year to plan the extracurricular activities of the year, and the classroom activities that lead to special activities such as assemblies, parent-teacher meetings, and celebration of patriotic days and anniversaries of great Americans and great saints.

We would like to say a word now about preparation for Catholic Education Week and American Education Week. At that time it is desirable to call attention to the major aspects of Catholic education and to improve the public relations between Catholic parents and those administering, supervising, and teaching in Catholic schools.

It is particularly important this year in view of the character of the discussion of federal aid to education, Catholic parents must be informed and must inform themselves about educational problems and their intrinsic relation to them. — E. A. F.

Commissioner of Education

The United States has a new Commissioner of Education — Dr. Earl J. McGrath, a graduate of the Buffalo Technical High School and of the University of Buffalo, receiving his Ph.D. from the University of Chicago. He has had considerable experience in higher education and during the war was associated in the War Manpower Commission and served as a lieutenant commander in the navy in the Educational Services Section of the Bureau of Naval Personnel.

In his speech at the time of his induction he pointed out the heavy responsibilities and the exacting duties of the office. He points out the need for constructive leadership in education at all levels and speaks about keeping the road clear for all.

The great preoccupation of Dr. McGrath, according to his statement, would apparently be with the problem of federal aid to education, but we think his major opportunity for service will be in providing what he calls a dynamic leadership in the studies and planning needed to meet the changes now occurring in American society and in the educational institutions of the country. It is these new issues and new problems in the world of education that should be his dominant interest. I think in that way lies the achievement of his purpose of making the Office of Education an increasingly useful and important agency.

Dr. McGrath is committed to the problem of federal aid and support. Seeing education as the road to personal-political freedom he believes "Federal support will help to keep this road clear for all our people." He says we can go forward only with the aid of federal support. He has no fear that federal aid will lead to federal domination and result in federal control of the thinking of our citizens. He assures us, "The tradition of local control of education is firmly established in America. I believe in it. I have no fear that the people of the land would ever let it be destroyed." He sees no threat to local initiative and responsibility from a grasping Federal Government but in the financial starvation of local governmental agencies.

There have been certain issues in this problem that have been pointed out recently on the floor of the Congress that need to be considered in connection with this whole question. Dr. McGrath obviously will support the administration policy, for it is natural that he should do so, but we trust that in the studies and planning section of the Bureau of Education the whole question of American education and the federal relationships will receive independent and objective study to indicate whether there isn't a more fruitful way to meet the problem not only of public education, but of the education of all American children, in a more effective way.

We feel sure that, though Dr. McGrath's primary interest has been in higher education and constructively in the field of general education on the higher levels, he will not miss the point that the primary concern of the Office of Education should be with the elementary and high schools; and the higher educational institutions from the standpoint of public policy should be used as instruments to make the elementary and high schools more effective.

We wish Dr. McGrath every success in his work and trust that he may achieve the constructive purposes which he announced at the time of his induction. — E. A. F.

Resolution for a Challenging Year

This is the time for a resolution of will, not merely a resolution of words. The time is ominous. The Pope has defined the issue in the world between materialism and religion, between Communism and Catholicism. The Pope in his excommunication is saying the simple words, "He that is not with Me is against Me and he who gathereth not, scattereth."

There must be this year in all grades of school a deeper sense of dedication. Every minute must count in the long run, not in merely busy weeks or futile activity, but in the Christian formation of the human being.

A high resolve to do our best, a readiness to serve, and a sensitiveness to seize every opportunity of service, these will guide us. We must have adequate preparation for the day's work and the long-time preparation for a constantly better service. Administrators of higher schools should assign teachers to jobs for which they are adequately prepared, in which they are interested, and in which they are capable of doing justice to the students.

All these factors must enter into our resolution for the school year 1949-50. And "stick-to-itiveness" will help immensely — this is merely another name for the rightly motivated will. — E. A. F.

National Citizens' Commission for the Public Schools

Last May a new organization was announced — the National Citizens' Commission for the Public Schools. It is to be made up exclusively of laymen from the standpoint of education, though the exclusion of membership applies to all persons interested in education, religion, or politics. They will have a full-time educational consultant and a Board of Educational Advisers. This may be the weak part of the scheme. The purpose of this Commission is wholly admirable. It is to express the interest of the lay person in public education. It contains quite a group of outstanding leaders in business, labor, law, and publishing.

While the Commission starts out with no specific program and is going to try to discover places where public education is adequately carried out and cite such places for their services, and while presumably the organization starts from scratch because of their own deep appreciation of their lack of knowledge, they have a couple of interesting statements in their first announcement. The first is, "Good public schools require money. But we might as well face the fact that we can't buy our way out of this situation just with money." The tragic thing about the public educational leadership of this country is its naïve assumption that more expenditure solves the educational problem. There has been no real

attempt to solve the educational problem by educational means except the training of the leaders in a Congress by means of threats and social pressure and every other form of "pressure politics."

The most evil influence in public education in the United States at the present time is the National Education Association. The fact that it has such immense sums of money at its disposal makes it more dangerous than its myopic views. It will be a great thing for public education to have this new kind of leadership.

There is another wise provision in the statement of the program of this new group that "regardless of the amount of federal or state aid granted, citizens in every community must shoulder the responsibility for their public schools and must provide the thought and energy to insure that the public schools do their job." This is putting first things first. This is the basic American tradition. This is the certain basis of permanent improvement and we trust the Commission will carry out its program. There is an interesting expression of the failure of American educational leadership that such representatives of public opinion in the United States can say truthfully, "As things are now, many of us do not know what to expect of our public schools. Some of us do not know whether the ones we have are good or bad. Many school boards are in a position where they must first find out how much they can spend, and then decide what the quality of education offered in their public schools will be."

We are glad to send forth, as it were, this new association with our best wishes and blessings and the hope that it may be eminently successful in its achievement of the aims which it announced. We might add for the benefit of Catholic education that a similar organization similarly inspired could render a great service to Catholic education. The lack of lay interest in Catholic education is even more striking than it is in public education. The fact that there are school boards and that public money must be spent at least creates some kind of public interest and provides periodically for bringing the issue before parents or at least citizens interested in public affairs. Catholic education needs such a continuing interest. It needs a method of regularly calling attention of parents to the problems of the education of their children. This is more significant in view of the Catholic theory of education. The main responsibility for the education of children rests on parents. School act in *loco parentis*. The power given to the school is a delegated power, not an absolute power, but to all intents and purposes in too many cases the parents drop out of the picture as an educational force the moment the child enters the school. This is not good for the child. It is not good for education. It is not good for the State. It is not good for the Church.

It may be important for Catholic education to establish a similar organization in

view of the fact that persons engaged in religion are not eligible for membership on the Commission. In any complete theory of education the moral and spiritual element will need to be taken into account and should there be any neglect of that issue by this new organization it may be possible to correct the deficiency or oversight.—*E. A. F.*

Cleanliness in the Janitor's Area

The mistaken idea is prevalent that the boiler room and the janitor's workroom in a school must necessarily be dirty, dark, and altogether forbidding. There is no reason why the good housekeeping practices applied in school buildings generally should not be extended to the janitor's storeroom and the boiler room. Even where soft coal is burned, the boiler room can be kept clean, the floors swept, and the walls and ceiling and the windows free from dust.

Of all places, the janitor's storeroom and the boiler room are the last places for keeping broken furniture and discarded articles of all kinds. To maintain the janitor's self-respect and efficiency the boiler room and the surrounding areas should be kept clean, well ventilated, and without smells. The janitor himself should be required to keep his person clean and his clothes neat.

Many a Catholic school receives a poor rating by the fire department and by the insurance inspectors because of the bad condition of the boiler room area. Such a poor rating inevitably means a penalty applied in the nature of increased insurance premiums. A well-conducted school can be as proud of the janitor's area as it is of the principal's office.—*W. C. B.*

President Eisenhower and the N.E.A.

One recalls how in the very recent past the National Education Association, influenced by the enormous prestige of General Eisenhower, placed him on the Educational Policies Committee and broadcast the news. As far as one can judge from the outside, the technique of the National Education Association is to take persons of great prestige, place them on commissions, seemingly have their own staffs work up reports, and then relying on the fact that these men are too busy issue the report with at least their consent.

The recent publication of a report condemning communist teachers in public education seems to be a little out of line with the formal position of the National Education Association. But one is surprised at the recent reaction of this Association to General Eisenhower's forthright warning on certain pitfalls of centralization, his condemnation of every unnecessary interference in what should be local business and local responsibility, and his even more spe-

cific warning that, "the army of persons who urge greater and greater centralization of authority and greater and greater dependence upon the federal treasury are really more dangerous to our form of government than any external threat that can possibly be arrayed against us."

Undoubtedly, more shocking to his recent sponsors is the statement "I would flatly oppose any grant of the Federal Government to all states in the Union for education purposes." However, this does not prevent him from saying in such limited areas, "I would heartily support federal aid under formulas that would permit no abuse, no direct interference, of the federal authority in educational processes."

Senator Wayne Morse of Oregon attacks General Eisenhower and behold the National Education Association devotes itself to the distribution of Senator Morse's aspersions without disseminating General Eisenhower's own expressions. A comment of the Hearst newspapers that the National Education Association has become an instrument of political pressure rather than a professional organization must be recognized by many as an exact description of the transformation that has occurred in the National Education Association with its million members and millions of dollars for propaganda.

One cannot help but quote again, in this connection, as the newspapers have done, the sentence from General Eisenhower's commencement address: "Pressure groups often pretend to a moral purpose that examination proves to be false."

Disregarding entirely Senator Wayne Morse's comment, it may be said that in General Eisenhower we have the type of public man that we need whose basic qualification is his character, but who is not without special knowledge of the fields he discusses. The fact is that the primary issue in the current discussion of federal aid to education is not an educational question but a political question of the highest importance in the United States and the more the centralized tendencies are accelerated the more insecure and unstable is the American system of government. We seem to forget that the Federal Government is merely a government of delegated powers, that the essential sovereignty is in the states and the best safeguard of the American way of life and the American system of government is to strengthen the states and keep the Federal Government within the sphere of its delegated powers. This of course is not the decision of the citizens of the individual states, it is the judgment of the people of the United States who formulated the Constitution of the United States.

We look forward with pleasant anticipation to further comment on the public issues before the people of the United States by a person of General Eisenhower's insight, knowledge, and character.—*E. A. F.*

Prepare and be Definite

Sister M. Borromeo, O.P.*

A DEFINITE command definitely given is usually definitely obeyed, is a thought to be kept in mind in assigning lessons. For I am sure that all teachers will agree that confusion, disagreement, and waste of time are the certain result of a vague, indeterminate assignment. If we wish to have a certain amount of work done in a certain way, we must be explicit and intelligent in our directions and kind but positive in our manner of delivering them. Now, that the assignment of each day's work may be definite, it must be clearly outlined in our own mind. Hence we should consider before entering the classroom the amount of ground that is to be covered in the several subjects contained in our curriculum, the number and length of periods to be devoted to each subject, the average ability of the class; then deduce from this consideration the requisite length of the assignment, not making all assignments of equal length, but, if possible, making each a unit. Moreover, as it is the teacher's duty in assigning lessons to guide the class in selecting those portions which require only a cursory reading, those that must be memorized, those that must be thoroughly assimilated, she must have a thorough mastery not only of the subject matter of the lesson to be recited, but also of the relation of the preceding and succeeding lessons.

Assemble Your Tools

Admitting, then, as we assuredly do, that preparation is absolutely necessary for a just and appropriate recitation assignment, how essential it must be to the proper development of a recitation. Here, if ever, all the resources of the teacher must be called into play, that she may adapt the subject matter to the minds of her pupils, that she may present it in a manner at once attractive and effective. Here at the cost of forethought she must have at hand illustrations that will entertain the child and at the same time serve to fix in his memory the things which have been presented. Here she should have ready for available use material that will bring out her thought upon the subject in a concrete manner, such as, for instance, in teaching mathematics, sticks to count, blocks with which to explain fractions and cube root. Here, too, she must have at hand reference books in history, in English, and in every other branch, that, if research is necessary, she may direct her class to correct and safe sources of information.

Now all of these requirements lead to one

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conclusion — that to do her work efficiently a teacher needs preparation. Does not every carpenter, no matter how great his skill, how complete his technical knowledge, examine his tool chest and select with care the most appropriate plane, a special hammer, and the proper-sized nail, even if he is going to build a chicken coop or to level off a plank for making an ironing board? And will not a painter handle his brushes and pick up tube after tube of paint until he finds the correct tint, the proper brush? The fact that he has had ten, twenty, or even forty years of training does not remove from him the necessity of selecting the proper tool. So a good teacher, no matter what her training, experience, and knowledge, will never enter the classroom without preparation, both mental and moral. She will at least glance over each subject she must teach during the day; and as the carpenter surveys his tool box, the painter his brushes, so will she look to her mental equipment; and as the painter selects a bright color to throw light on an otherwise gloomy picture, so will the wise teacher seek to enliven an uninteresting subject by casting into it a bit of her own personality and by seeking the happy thought that she will make exceedingly interesting an otherwise dull lesson.

COPYING JESUS

I want to be like Christ, my Brother,
And so I'll ask our Blessed Mother
To pray for me and help each day
Till I'm like Him in every way.

Our Father, God, just loves His Son,
And takes delight in all He's done.
That's why I want to copy Him
And keep my life all free from sin.

So God, my Father, will love me,
And every time He looks He'll see
Some more of Jesus' virtues there
In my poor heart agrowing fair.

At home, at school, at work, at play,
I'll copy Jesus all the way.
Then He will bless me, make me good,
And I'll grow up the way I should.

And when I die He'll take me home
And then I'll be His very own.
He'll share with me His heaven bright
For trying now to do what's right.

— Sister Mary Sophia, S.M.*

*St. Anthony's School, Oakland 6, Calif.

A Sad Spectacle

How different is the moral attitude of the prepared teacher from that of the unprepared teacher! The prepared teacher is optimistic; she is at peace; she has done her best, and expects good results. The unprepared teacher is pessimistic, fearful, peevish, and soon makes it manifest. "Johnny," a precocious lad, chances to ask "teacher" the one thing in the lesson that she does not remember. Poor unsuspecting Johnny is told briefly, but not calmly, that his question is untimely. Meanwhile, the chagrined teacher seeks in hurried, uncomfortable perturbation the information which in her troubled state, with sixty or perhaps more curious eyes fixed upon her, it is impossible to find. She may succeed in hiding her ignorance, but not so her want of preparation. On the other hand, the teacher who has prepared her work will rejoice that Johnny is so interested in his studies, will commend him for it, and will see that her work is being blessed.

From our view of the subject it is clear to me that the pupil's preparation for recitation depends entirely and obviously upon the teacher's preparation; a slipshod teacher cannot expect to have careful pupils, neither can an indifferent teacher expect to have enthusiastic pupils, nor a noisy teacher to have quiet pupils. Hence we should begin each class with a spirit of recollection, with attention, with interest. Let us require our pupils to stand or sit erect, to answer in a clear animated voice, to be exact, precise, and at the same time natural and easy in their manner, warning them against haste and frivolity. Let us, above all, and in all, insist on accuracy in the replies of our pupils, inspiring them with a righteous horror of "nearly right" answers.

Be Prepared

Finally, since teaching is our lifework, and since we know the injury we do to ourselves, to our pupils, to our patrons, and to our institute by going into the classroom unprepared, let us be determined that nothing except our spiritual duties shall prevent us from daily preparing our schoolwork. Indeed, a religious teacher imbued with the sacredness of her trust will during the summer months systematize her work; she will arrange her daily program; she will have each week's work planned, and all difficulties explained, so that during the busy scholastic year she will have to give only a rapid glance at her notes in order to be prepared for her day's work.

Practical Aids for the Teacher

Teaching How to Study

Sister M. Regis, P.H.J.C.*

Study is one of the most sublime of all human activities. It is a serious action and ranks close to prayer. Its stupendous sphere embraces the Creator of all things and all things created. Proceeding, as it does, from the senses, study calls into action all the noblest faculties of the human soul: intellect, will, memory, imagination. Study may be defined as the sum total of all our mental efforts to acquire knowledge.

We censure students for not knowing how to study, but who of us has ever taken time to teach them how? Years ago no one wrote anything on *how to study*; but within the past two or three decades the literature on the subject has increased much. Instead of taking you through the labyrinthian meanderings of the ways and means of study as recommended by many authors, I shall confine this discussion on *teaching students how to study* to three essentials which underlie all successful study. These three essentials are: (1) a desire to learn; (2) profound concentration; (3) relative comprehension (at least). When teaching the student how to study, begin by instilling in him a desire to learn; teach him to concentrate; and finally, help him to learn how to comprehend.

I. Desire

Let us now consider the first of these requirements, instilling into the student a desire for study. All specific advice concerning reading, note taking, listening, observing, experimenting, tackling problems, forming good study habits is secondary. There is one basic fundamental and indispensable requirement for effective study. Without it, even though all else is favorable, real study is impossible; with it, there can be no failure; results will be achieved despite ignorance of all the fine points of *how to study*. This key requirement, this driving motive is a desire to learn, "a will to do." If you would teach the student how to study, develop in him first of all the feeling to want to master his studies, and he will master them; all else is subordinate to that. After the will, the powerful faculty of the soul, has been called into action, the intellect, through the influence of the senses, will become alert and active; and finally, the memory and the imagination, the executive faculties, will begin to star on the stage of learning.

But, you will ask, "How can this spirit be developed?" First, teach the student to build up definite ambitions and ideals toward which his studies will lead. Depict to him the consequences of poor work, and the reward, even in this life, of work well done. Picture clearly to him the satisfaction that will come with

success, and the disappointment that will come with failure. Teach him to plan his life. Teach him to study first his purpose in life and show him the necessity of knowing the means to attain that purpose. Make him recognize frankly the failure to duty if he neglects to perform the task that God expects of him. It is a special obligation of every religious teacher to impress upon the mind of each student his responsibility of knowing that his goal is *eternal happiness*, and that the only way to attain that goal is not only to *know* the means but actually to *apply* them. A little guidance in the form of supernatural direction given daily to the student will of necessity become for him an excellent incentive to serious study. He will not resent such guidance; he will learn to love it.

There is a second factor that will help the student to attain a desire for study. It is the desire that comes from *inherent interest* in the *subject itself*. Apart from the external incentives mentioned, interest must grow up about particular problems and topics — desire to study these things for their own sake. There are four rules that will not fail to develop interest in a subject:

1. *Acquire information about the subject.* What we know, we love. Knowledge and love belong together. Help the student to become acquainted with the tools of knowledge, the library and its contents, as he is with the fine points of a professional baseball team.

2. *Teach him to tie the new information to his old bodies of knowledge.* In other words, teach association of ideas.

3. *Make the new information personal.* This discussion on *teaching students how to study*, for example, as interest for you only as you think it may aid you.

4. *Take an active attitude toward the subject studied and use the new knowledge.* Question. Anticipate. Think. Talk. Write about the ideas that you hear in class.

If the teacher leads the student to a desire for study, her own burden will be lightened; and the student will perform his activities with eager interest. Teach the student to anticipate difficulties and uninteresting points; teach him that he must master them despite the hardships attached; that he must take himself in hand. The following hints will help the student to gain the decisiveness that is essential in carrying good resolutions into actual practice. There are six of them:

1. *Feel intensely the urge to do the task before you.* Make clear to yourself the relation of the present task to your later studies and your goal in life.

2. *Get set for study.* Have a definite place, table, chair, etc., which, when you sit there, will mean study.

3. *Make your task definite.* Decide what

must be done and when. Break the whole job up if it is discouragingly large. Concentrate on the definite piece of work before you.

4. *Begin work!* Don't loiter away time. Budget your time as you budget your money. Keep clearly before you this one job. Forget everything else. Hold yourself to your work by sheer force.

5. *Concentrate.* (I shall say more about this later.) Check every tendency to day-dream.

6. *Remove all worries.* If you have worries or problems that interfere with your study, face them; and adopt the most reasonable solutions you can find.

If you teach the student that rules for study are useful only so far as he persistently applies them day after day; that forming good habits of study takes time; that he must hammer away steadily to produce results; and above all, that study is the foundation of his whole future, temporal and eternal, you will have helped him to attain the first of the three requirements for good study. It is the most important. It is a *desire to learn!*

II. Concentrate

If the student has attained a true desire for study, he will have little difficulty in finding means to do so. He will almost automatically learn that he must concentrate. Let us direct our attention to this most difficult work, *concentration*. The student often has but a vague idea of what is meant by concentration.

Concentration means being so absorbed in study as to be oblivious of everything else. It means focusing our attention so undividedly on the work at hand that we shunt off every irrelevant thought; it means being blind and deaf to every kind of distraction; it means forbidding ourselves every kind of dawdling. It means, finally, digging for the important idea, and not stopping until we have found it.

How can this be done? It can be done partly by will power, partly by elimination, and partly not at all. We shall help the student in his effort to concentrate if we tell him to have a fixed time and a fixed place for study; if we teach him to cultivate systematic habits of study. By means of a little heroism in the exercise of his will, the student can force himself to begin work at once; to permit no minute to be wasted. He can, by force of will, compel himself to stay at his work regardless of the apparent necessity for doing other things during the time of his assigned study period. Teach him to sit down and to remain at his desk until a predetermined amount of his work is finished. This much of the job of concentration lies in the will. The will must command the mind and demand results. At first this persistence seems like slow martyrdom; later it becomes fascinating and actually a source of joy!

Will power is the first aid to concentration; besides it, there is another. It is elimination — elimination of all distractions! This is an unattainable ideal, we know; and it cannot be attained absolutely. It is doubtful whether we could achieve best results by studying in a

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soundproof room. Common distractions are so numerous that we must reduce those that can be avoided to a minimum. Then we speak of three kinds: (1) distractions in the surroundings (noise, glare of lights, draft, etc.); (2) distractions arising from one's body (fatigue, headache, discomfort, etc.); (3) distractions in one's mind.

The best advice is, get away from all distracting influences. Choose a quiet comfortable (not so comfortable as to be too relaxing) place for your study. Avoid undue fatigue, maintain sound health by wisely using the means thereto. It must be admitted that not all distractions, whether arising from surroundings, physical conditions of the body, or whatever else may be their cause, can be eliminated; hence the student must learn to concentrate despite some distractions. He must depend upon his own interest in his studies and his ability to hold himself to his work despite difficulties. If thoughts of other duties, problems, queries come, he can dispose of them by jotting them down immediately on a memorandum pad provided for that purpose, thus freeing his mind at once from the annoying tensions.

These specific directions and suggestions have a direct bearing on better concentration. They are not a substitute for *charity in the study room* where a Christlike student knows how to avoid all unnecessary disturbance. Mind wandering is often a *symptom* of insufficient interest and poor study procedures; it is not itself the seat of disorder.

The teacher herself can frequently be the best antidote for lack of concentration in study periods. If she, herself, prepares and plans her work in such a way that the so-called *recitation period* will be a constant call upon the student to show how much and how well he has thought out the problem assigned; and if she will ask only thought-provoking

questions in oral discussions and written tests, the student will soon realize that mere memory work, which is but the by-product of study, will not suffice.

I maintain that the student will learn how to concentrate and know how to do it in proportion to the measure that his teacher knows how to concentrate and actually does it in preparing and planning her lessons. The teacher who is slovenly in preparation and presents her material in a cloudy manner will get cloudy and muddy responses from her students because the student in his attitude and method of study is a perfect reflection of his teacher and her attitude and method. If the student knows that the teacher expects only a memorized lesson, he will memorize. If he knows that the teacher wants many pages well written, he will give her many pages of beautiful chirography. If he knows that she marks 100 per cent for an artistic "top sheet," he will scour the attic for the attractive picture, and will enlist the neighboring artists, as well as the domestic ones, to procure the appropriate design. If the student knows, however, that the teacher requires an outline, mental or written, or both, of the history lesson, not in the "up-and-down" style, but in lengthwise comparative analysis and synthesis, he will give her that. I leave it to you to decide which teacher has taught how to concentrate.

Now that we have discovered that *teaching how to study* demands first and foremost instilling a *desire* to study; second, teaching how to *concentrate*; we need but to discuss the one remaining factor, the third and last, to secure our end; and that is teaching how to *comprehend*.

III. Comprehend

The ability to comprehend is in direct ratio to the ability to *read effectively*. The student

who cannot read, will be seriously handicapped throughout his years of school life. He will always remain like the little girl who wrote in her composition that "St. Joseph was just a man." She maintained that her Bible History said so. If the student has not been taught how to get correctly the essence of what he reads, he will never be a good student.

There are two main types of reading, the rapid and the thoughtful. In rapid reading, we read for large ideas; we skim wisely; we use this type in all kinds of research. The other type, the thoughtful type, the kind that concerns us here, is not necessarily the slow type. Slow reading does not always mean comprehensible reading. In thoughtful reading, the student thinks as he reads and tries to establish associations and mental summaries. Both types of reading, the rapid and the thoughtful, presuppose a knowledge of the tools of study: dictionaries of all kinds, encyclopedias, indices, tables of contents, card files, keys, tables, graphs, statistic diagrams, *Readers' Guide*, atlases, yearbooks, and, in general, the organization and operation of the library.

When the teacher begins any new topic, the first thing for her to do is to help the student to prepare his mind by teaching him how to *think about* the topic before beginning to read. Teach him that he does this best in class during the time of the presentation of the background of the unit of study. It is then that the student should take notes of the essential points of the topic; he should observe with great care all the notes and symbols that the teacher places on the blackboard; and, in the course of the presentation, he should observe the nature of the ideas unfamiliar to him. After class, the student goes to the study period, reads over his notes thoughtfully recalling what the teacher has said; and organizes his notes under major



Catholic Book Week Exhibit at St. Martin's School, Washington, D. C. The school is in charge of the Sisters of Notre Dame de Namur.

questions. By using the dictionary and encyclopedia, he familiarizes himself with all terms that are vague to him. Next, he proceeds to *think through* the entire problem to make sure that his knowledge is clear. He tries to make a self-recitation by means of a mental outline that he has acquired from his *thinking through* the problem. The good teacher demands that the student get a few fundamental ideas *clearly* whatever else he may get or fail to get. His outline will contain these fundamental ideas.

Finally, by means of study tools, the student elaborates on what he has learned. Reading about the topic from various supplementary books clarifies his perspective; and he proceeds to find key sentences, to evaluate, to criticize, to make comparisons, to realize the full significance of the problem; he learns, too, that not all that is printed is fact; therefore, he is compelled to make his own decisions. Doing this *persistently* teaches him to comprehend; for, he must get not only the main points, but he must wisely accept and reject details. This activity stimulates his memory because it compels him frequently to recall the topic. When he can easily recall the topic, he proceeds to recall the *main points* of his outline of the topic. After that he endeavors to recall, not only the *topic* and *each main point*, but by means of his imagination, he proceeds to recall associated ideas, and to dress his skeleton of knowledge with its essential details. If his comprehension is thorough enough, he will have an outline with correct logical sequence attired in all its important associative details; if he has a good

outline, he will find memory work comparatively easy.

To summarize: First plant in the student a *desire to learn*; second, teach him how to *concentrate*; and third and finally, assist him to learn how to *comprehend*. Three magic words: *desire, concentrate, comprehend* will do the trick.

When we have taught the student how to study, we have taught him how to live; for, what is study but the vigorous application of God-given faculties to the task of understanding how we can best attain our purpose in life and of finding means to our final goal, the ultimate possession of the *beatific vision!* We are made to be happy! By teaching the student how to study, we teach him how to be happy; for, if he studies, he is doing God's will, which for him at present is *to study*. If he does God's will, he is happy and at peace.

It is incumbent upon us religious teachers, not in a *passive* way only, but in a very active way, to impress this fact upon the mind of each student, that he study not with the base and ugly motive to pass, but to secure his future in this life, which if rightly followed, will lead him to his ultimate goal, *eternal happiness*. Teach the student to know his goal, and help him to apply the means to get to it, and you will win for him and for yourself the approbation of the Holy Spirit which comes to us through the medium of Daniel 12:3: ". . . they that are learned shall shine as the brightness of the firmament; and they that instruct many to justice, as stars for all eternity."

School Publications, Consider Your Features

*Regis Louise Boyle, Ph.D.**

More readers are caught with features than with editorials. So, school newspapers, look to your features, both secular and religious, to diffuse Catholic ideals. Direct preaching will neither gather readers nor influence friends. By its features does a paper gain its distinguishing characteristics. Through its features does a paper achieve human interest and life.

Features Abound

What will make a feature story? Any news with some unusualness. Any items straight news must overlook. Subjects abound in every school. Because of religion, sources are more extensive in Catholic than in public schools. Therefore, only the religious sources will be discussed in this article.

Before these almost unlimited possibilities are considered, the three functions of feature writing should be cited—to inform, to guide or instruct (often better accomplished than through straight editorials), and to amuse.

Where do all these features lurk in a Catholic school? First, every school has a number of religious organizations teeming with material and activities, such as meetings, dances, study units, contests, drives, pageants, picnics, initiations, and the like. Every school has students engaged in such groups either in or out of school—Sodality or Legion of Mary, Catholic Students Mission Crusade, Legion of Decency, study clubs, Mission Society, Scapular or Third Order, Junior Holy Name, Tabernacle or Sanctuary Society, Propagation of the Faith, Christ Child Society, Chi Rho or a teen-age club, Boy Scouts, Girl Scouts, choir, St. John Berchman's Society, Eucharistic League, Confraternity, Apostleship of Prayer, Catholic Action, Junior Catholic Daughters, Catholic Book Club. If there is one in this list that does not exist in your school but would have a place there, why doesn't the newspaper start a promotion series? It could comprise stories on such a group in near-by schools, administration support, functions, program, and others.

Alive in every Catholic school are the corporal works of mercy. The school paper can give them a chance to "rise and shine" via features. Mission and charitable projects, both civic and religious, play an important role in school life and are often neglected in the columns of the paper or reported as dull past news events. Laughs are all along the way in accomplishing these deeds. Incorporate such stories behind the news in drives for clothing, food, books, magazines and stamps, Christmas card sales, Christmas baskets, mite boxes, orphans' parties, Mile o'Dimes, Red Cross, Community Chest and other funds, hospital visits and caroling, refreshments and entertainment at homes for the aged, sewing and art work for the missionaries, Catholic diocesan newspaper campaigns, ransoming foreign babies, catechists' experiences. A world of human interest lies in each of these activities only waiting to be recorded for avid readers.

Seasonal News Features

Seasonal religious subjects are so numerous for features that it is impossible to include all. Here are some suggestions. Do you tie in with your school and the students the monthly dedications—the Rosary, the Poor Souls, the Blessed Mother, the Guardian Angels, the Sacred Heart? The liturgical year provides sources aplenty—Advent, Lent, etc. The liturgy can be connected with family life and classroom activities. Do you cover some of these seasonal events during the year—feast days of teachers and students, patron saints, faculty and order anniversaries, processions for May or Corpus Christi, novenas, Forty Hours, triduums, holydays, Ember Days, First Friday, Holy Week?

Also in this category comes a succession of "weeks" during the school year—Catholic Press Month, Catholic Book Week, Catholic Education Week, Mission Month. What is your school doing to observe these religious occurrences? Who in your environs could be interviewed on a topic related to these should the observance be meager in your school? If a large number of readers is desired, emphasis must be on the human interest factor, and the manner of writing must be lively. Vocation Week is a big affair in most schools. What postulants have been drawn from the student body? What alumna? What students have relatives who are religious? Which religious orders are in the vicinity? Is the Catholic mother of the state an alumna? An alert staff can pile up other angles of Vocation Week which can be featured.

Occasional Features

Regularly other religious events develop—retreats, days of recollection, the living Rosary, blessing of class rings, communion breakfasts (opportunity for a speech report), musical programs, liturgical presentations, May altar competitions, grotto decorations, drama programs or assemblies, art exhibits, Rosary crusades, prayer campaigns, and contests. The religion classes must have some projects worthy of publication from time to time. Do Scripture readings ever figure in the

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life of your school? Are there any hymns original to your school or community? Has a reporter ever surveyed the religious mottoes on the blackboards or around the school? Every student and teacher has experienced some humorous story connected with religion. In many schools, there is a weekly *Missa recitata* at which students answer responses usually given by the altar boy. How did this practice start? What has been its development? When was the custom inaugurated in your school? Answers to these questions and others could furnish a feature.

From the visiting clergy, dignitaries, missionaries, speakers, the chaplain, the school superintendent, and religious moderators, feature stories can originate.

What do students know of the history of the school or parish? The oldest parishioner? The family longest settled there? The order's founder? The school's founder? The school patron? (But humanize with anecdotes; do not kill with statistics!) Other convents of the order in this country and foreign countries? The school seal? The chapel furnishings and windows? Statues, pictures, and shrines around the building and campus? Religious traditions? Memorials?

Publicizing church activities will reap good will and interest of the pastor and parishioners if the high school is attached to a parish. Connecting students with the news localizes the event to the school.

Promote Catholic Action

To guide or instruct, the second function of a feature, thus far implied by attracting reader support or participation, can be amply and unsuspectedly provided. Polls interest readers. Religious areas are plentiful—the percentage attending daily Mass, Communions received daily and weekly, the most popular Catholic pamphlet or book or magazine. The roving reporter could wander into the chapel and report findings. Surveys on Catholic practices, as devotion to the Blessed Mother, offer inquiring reporter opportunities. Such a one could present: What is your favorite Marian devotion? What is your favorite feast of our Lady? What is your favorite hymn to our Lady? Did you see "The Song of Bernadette"? Would you enjoy another such motion picture? Why? (If done in conjunction with other schools, results could be sent to movie producers.) Do you have any suggestions for one? Why should every "Cathedralite" have a particular devotion to our Lady? Is there anything you would like to add about Mary?

Under this guidance function would come reviews. The newspaper has the responsibility of keeping its readers informed on events of concern in the book, radio, and movie world. Catholic movies, for example "The Song of Bernadette," and Christian, idealistic plays and motion pictures should be reviewed while the reader still has a chance to see them. All is vitiated, however, if the writer preaches—he should inform only, leaving the urging and acting the result of his clever presentation. Catholic periodicals, either available in the school library or locally, the school pamphlet

rack, new Catholic books in the library, and Catholic radio programs can be items for interesting reviews in the school paper. While these are a necessary part of a Catholic school paper, it is not implied that a paper should contain only these subjects in its reviews.

Not to be overlooked in this guidance category as a powerful force in the newspaper to stimulate action is the cartoon. This could feature many aspects of Catholic life.

Supplementary Instruction

As students cannot encompass all facets of their religion in one period of class daily, an insructive column—cleverly and humanly written by a student reporter and checked only for accuracy by the faculty adviser—would add to their knowledge. The columnist could choose such topics as the saints, the popes, schisms, art, the encyclicals, the Bible. Always popular are boy-girl relationships and manners—for an example here, Father Lord's pamphlets.

In addition, the newspaper can inform its readers on and promote local or national Catholic movements affecting high school boys and girls.

While any of the aforementioned subjects should be covered so that the third function of a feature, to amuse or to entertain, is fulfilled, sketches of student leaders in religious activities or interviews with outstanding Catholics in civic life would qualify also, as would hobbies. Not all recreation hours for the faculty are spent in crocheting. Interesting religious articles—for instance, Rosaries—are products of "busy work" there. Such a hobby could make a fascinating "how-to-do" feature.

Another informative angle for a Catholic school newspaper is a crossword puzzle limited to a subject such as vestments. While construction of a puzzle is a time-consuming task, more students can be encouraged to work for a solution by the paper's offering a prize for successful completion before a certain dead-

line. To carry crossword puzzles, generally speaking, a paper can be no smaller than tabloid size and published no less often than monthly. Otherwise the space required by this feature is not justifiable.

Miscellaneous suggestions could be legion. Does the paper include posters, exhibits, conferences, raffles, forums, dedications, conventions, convert classes, tours, visits to shrines, field trips, religious gifts, vacations at the Summer School of Catholic Action or Catholic camps? Has the school paper ever tried features on religious practices of the sports teams, Catholic education as valued by an alumna, pen pals in the order's foreign schools, evolution of the school uniform, school becomes a convent at 4 p.m.?

Not content with just covering religious phases of the school's activities, the newspaper might well sponsor a few projects of its own. The staff could form a news bureau to send stories of school events, those-to-come preferably, to the diocesan and local papers. So informing the community is definitely Catholic Action.

General Principles

Following certain principles will make these features appeal. Personal opinion should be deleted; the reporter should not inject himself between the reader and the story. Likewise, use of the third person is generally better than the first or second. Never should preaching appear—facts are given for the reader to draw his own conclusions. An attractive lead will draw the reader's attention. A quotation, a question, a paradox, an exclamation, a paraphrase, or any freak start—and the reader sails into the body of the story, generally not more than 250 words in length. Sentences and paragraphs should be kept short—about 17 words as an average for the former and 75 for the latter. Often dialogue, exaggeration, example, narration, or comparison aid in the successful development of a feature. The climax of a feature, unlike that of a straight news story, can appear at the end—but no telltale head in that case. The good faculty adviser does not write the stories, lest they lack the student punch essential for their reader success; but, the reporter edits and re-edits his work after necessary teacher suggestions.

Law of Diminishing Returns

In putting any of these observations into practice, care should dictate against overloading the newspaper with features. There should be no clutter of features at the expense of the news content of the paper or omission of secular features. Too often meritorious activities of the students have been classified as secular when in reality they also embrace the spiritual. The tag "religion" does not have to appear as such for a feature to be classified as religious.

With ideas growing from these suggestions, a Catholic school newspaper should be able to attain strength of religious feature content and to assume a role worthy of the spiritual activity of the school.



EYES AFIRE

*Sister M. Charitas, S.S.N.D.**

"You should have seen her, Porphyry; she is so stunningly beautiful anyway. I have had my eyes on her for a long time, though I had never spoken to her. But this time she spoke to me; and did she speak! She looks every inch the queen and she dresses the part, too, for there is no question of money, you know. She is wealthy as all get-out. Her black eyes were afire and she minced no words telling me exactly what she thinks about my laws against these accursed Christians. Tell me, Porphyry, how can an intelligent and exquisite creature like that be caught up with anything like Christianity?"

"Your Excellency, who am I to know, if my lord the emperor does not know the answer? I am merely the head of your troops; and a poor soldier knows little even about the religion of the gods. But you sent for me," and Porphyry made a deep bow before the throne of Maximin, Roman emperor.

The Emperor's Plan

"Yes, I want you to round up fifty of our most learned men at the University. Here, take this scroll to the master; it will explain my purpose and my command. For your information and just between us, I could not answer this 18-year-old-goddess — for, by Venus, I tell you she looks like a goddess, and acts like one — when she came storming in here to protest my action in the recent executions. She is cooling off at present in one of the palace dungeons; but I will have her disgraced publicly — unless she comes to her senses before next week — by being outwitted by these men. She has studied at the University herself, she tells me; hence we are meeting her on her own ground. Go, Porphyry, this should be good." And the flabby, thick-jowled emperor rocked with laughter. In his own thoughts, Porphyry shrugged his shoulders, though he showed no outward sign that betrayed his thought; for Porphyry was nobody's fool, and he had no respect for the emperor who had a wife, the empress, but who sought for his own passionate enjoyment every beautiful woman he met. It might very well be the emperor himself who would be publicly disgraced in this debate. But who was he, Porphyry, even to suggest caution to the emperor? Maximin was the kind who never learned by experience, to whom nobody could ever tell a thing, for the divine Maximin knew everything; he was always right. Well, he might find out; and this might be the time.

The emperor had been enormously impressed by Catherine of Alexandria. Much as her boldness had angered him; much as he had tried desperately to answer her arguments against the persecution of the Christians for no other

reason than because they were Christians, he was deeply impressed. Catherine was beautiful with a beauty that was out of this world; she was wealthy beyond most of the subjects in his African province of the Roman empire; she was brilliant and had used her vast capacity of mind to good purpose. During the week pending her trial by open debate, the emperor had sent for her. She came, majestic and beautiful, between two palace guards.

"There are ways, of course, Catherine, by which we can settle this matter amicably. Why should we be enemies to each other, Catherine?" this with a soothing flannel-mouthed softness. "Why, I would be glad to make you my empress. You could reign with me. How would you like that? And we should forget all about this little public debate. I can cancel it by imperial decree at once, you know. What do you say, Catherine, my dear?"

The Grace of God

Catherine looked at Maximin steadily and without flinching, for a good minute. Then, very quietly she answered, "I am not your enemy; I have been praying to God, the God of the Christians, to the only God there is, for your soul; for I, too, was once a pagan like my lord, the emperor; but by the mercy of God whom alone I adore, I was given to see the light; and my heart's wish would be that Your Excellency may also see the light and accept it."

Thinking to win her by listening to her foolish talk, the emperor beamed on Catherine, dismissed the guards with a wave of his fat and flabby hand. Turning to Catherine where she stood, he beckoned her to a chair.

"Sit down, Catherine; tell me about this wonderful God, this very jealous God who is the only God in Olympus, and how He has cast such a spell upon you that you have forsaken the faithful gods of the empire for Him"; and then grinning with a very knowing smirk, the emperor added, winking one eye a little, "You see, Catherine, I have a recollection that some three hundred years ago, a Roman provincial governor, one Pontius Pilate, sentenced this God of yours to death; and He died on the cross, by Jove! It is a little difficult for me to understand how anybody so intelligent as you seem to be, could fall for anybody like that. But, tell me your story. You are so beautiful, Catherine, that I believe you could convince me of anything, anything at all, even against my better judgment." And he settled back into his cushions, of silk and of fat.

"It is only a few years ago when I was alone in my room busy with a palimpsest, when suddenly there appeared before me a radiantly beautiful woman with a more radiantly beautiful child. While the lady looked on me with all tenderness, the Child kept His face turned

away as if in disgust. Then, the lovely mother spoke gently to her Child: 'Don't you love this beautiful young girl?'

"'No,' said the little Child, keeping His head turned away from me. 'She is not baptized.' And with that the vision disappeared.

"I knew that the Christians had spoken of baptism. I went immediately to one of their priests for I was ravished by the beauty and the other-worldliness of both mother and child, if you know what I mean, Your Excellency? I wanted to be instructed in the Christians' faith. I wanted to be baptized; for you must know, my lord, that something more than the effect of their beauty had gone out from the lovely vision of that mother and child.

"Several months later, I had the great grace of receiving baptism and becoming a child of the true faith and of the only Church. I was at study again, when the lovely lady and her Child appeared once more. This time, however, the Child turned sweetly toward me and smiled graciously upon me. Almost at once the lovely mother put the same question as before: 'Do you not love this beautiful young girl?' My heart went all but out of me when the little Child answered quickly, 'Yes, and I shall make her My bride. With this ring, I make you My bride forever'; and He slipped this ring of exquisite design upon my finger. For that reason and because you already have an empress, I could not be your empress, nor do I desire to reign with you. I belong entirely to Christ who came from heaven to earth as a little Child for me, who was crucified and died for me."

The Scoffer

Maximin threw back his head, opened his huge mouth, and roared with laughter. "Well, I see where my fifty learned men will have little difficulty downing you tomorrow. You are not even sane, much less intelligent. It was your great beauty which so overcame me the other day that I could not answer your arguments; it was not at all that I do not know the answers, for I do, every last one of them. But we shall see; we shall see." With that he called back the two guards.

"Take this stupid creature back to her cell in the dungeon below," and he winked at both the guards; "tell the praetor to serve the usual rations between today and tomorrow's debate." That meant, of course, that Catherine was to get nothing at all to eat. But Catherine remained calm and unruffled; with a deep bow, she left the emperor's presence, praying in her heart for him and all his court that they might enjoy the wonderful gift which God had vouchsafed so graciously to her.

The next day was a day to be remembered the rest of their lives by all present; and there were plenty of them, for Maximin loved nothing like a good show, especially if it meant the downfall of one of his opponents and his own glorification at the victim's expense. He was due for a great surprise this day. Word had gone out that this spectacle was to take place between the third and the sixth hour in the open imperial gardens; and so a great throng had assembled. At the appointed

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hour, from out the palace gates came two heralds with their long silver trumpets to announce the emperor. First came the 12 soldiers preceding the emperor, then came the emperor himself with the empress, a rather meek and submissive looking woman as she walked beside her pompous husband. They were escorted to their richly decorated seats, when the fifty learned philosophers were next conducted to seats on a raised platform directly opposite the emperor and his consort. Behind them, flanked by a guard on either side, walked Catherine, looking very calm and even more beautiful than ever. A kind of half-suppressed sigh went out from the whole assemblage as Catherine walked over to the opposite side on the platform, facing her opponents. The fifty learned men did not all look with contempt on Catherine; indeed, not any of them felt nearly as certain as the emperor did, about their being able to silence Catherine. Besides, a few persons in the crowd claimed that the empress, when it seemed safe, looked with great kindness toward Catherine, as if she hoped that Catherine might be the victor in the contest.

The emperor had sent promises of rich rewards to the fifty men, which rewards he had said would be increased in proportion to the swiftness with which they should undermine every argument of the wily Christian witch.

Catherine's Converts

But the philosophers were at first confused, then bewildered, finally completely convinced of the truth of the things Catherine was saying. To a man, they acknowledged the validity of her arguments; seekers after truth themselves, they recognized that Catherine had found it. They asked for more and more of the things in which she believed; they asked for baptism! The emperor was practically frothing at the mouth. It had been a complete rout. In his rage, the emperor ordered his soldiers to execute the fifty men who had so hopelessly and ignominiously failed him; to return Catherine to her dungeon; and for Porphyry to come to the imperial palace for further orders immediately after these were carried out.

The huge assembly of people who had witnessed the whole thing were dying to applaud Catherine — and the fifty wise men — but they did not dare. They chuckled quietly to themselves as they made their way out of the exotic gardens, some of the men looking back over their shoulder to see the neck of the retreating emperor get redder and more red by the minute.

It so happened that at just this precise time, the emperor had to leave Alexandria to inspect some of his army camps elsewhere. He left orders — and he meant orders! — with the empress and with the guards of the palace dungeon that every effort was to be made to change Catherine's mind. The passionate old emperor was bound he would still win Catherine to his side, being confident that not even Catherine could long resist his charms.

Soon as the emperor was surely beyond the city limits, the empress called Porphyry and

begged him to take her to Catherine's cell; she had seen Catherine; now, she wanted to speak to her. The two women loved each other at sight, Catherine being very gentle and kind to the empress and seeing deep down into the lonely heart of the empress at once. The result of their meeting was the conversion of the empress. Porphyry, too, was easily won to Catherine's faith for he had inquired on his own even before Catherine's imprisonment; her arguments in the public debate had completed what Porphyry's secret instructor had begun. Porphyry and some 200 officers and men were converted. They knew what this would mean when the emperor returned, but they had no fears; they were ready to take any consequences. And, of course, they took them, too. The emperor was so beside himself with terrible anger that he ordered the whole kit and crew of them put to death immediately, no questions asked — nor answered.

Torturers Confounded

Using what brains he had, the emperor tried to think up some brand new method of disposing of Catherine. He consulted his torturer; could he think of some specially painful torture for this girl who had defied him, him, the emperor, time and time again? Yes, the torturer thought he could. What did the emperor think of two large wheels, each about as tall as Catherine's shoulders? The right arm and leg would be fastened to one wheel's spokes; the left arm and leg to the opposite wheel. By means of a crank and gears, the two wheels would be turned in opposite directions, and, presto! Lady Catherine would be twisted right in two!

"Capital! Capital! You shall have a hundred extra sesterces for your scheme, my dear man! Have all things ready by the end of this week; this Catherine is a stench in my imperial nostrils, and I would not have that stench there any longer."

All things were ready at the appointed time; but so was God. As Catherine was led up to stand between the two wheels, she calmly

made the Sign of the Cross. The entire mechanism flew into a thousand bits, wounding and even killing some of the bystanders who had made no bones about coming here to see a fellow human being cruelly tortured to death. Maximin finally ordered Catherine beheaded. By that time, her Divine Lover thought it about enough, too, and He took Catherine to Himself for the eternal nuptials to which He had wedded her only a few years before.

While it does not really belong to the beautiful story of Catherine, you should know that Maximin's own soldiers in Africa — that is where the Roman emperor had his throne at that time — rebelled against Maximin and proclaimed the grandson of Gordianus, though only 15 years old, emperor of Rome. Maximin fled to Rome very promptly where he was shortly after slain by the soldiers of the Roman army there.

A Powerful Patroness

Because Catherine had been such an excellent student and won so easily in the debate with the fifty philosophers, she is a special patroness of all students, and most especially of lawyers. Young girls pray to her, too, for a good husband. In France, where St. Catherine is very especially venerated, she is a patron for all young girls, and you know, of course, that St. Joan of Arc was instructed by St. Catherine while Joan watched her father's sheep, but was being directed to lead the nation's army to victory and crown the King.

Her feast is on November 25, and Catherine is one of the 14 holy helpers who help us out in particular problems and difficulties. With people asking us all sorts of questions these days about what we believe, and why, it seems like a good idea to get St. Catherine to stand by when we are cornered. She could, with the help of God, take on fifty men at a time, surely, she will help us take on just one. Well anyway, there's your chance. Don't say I did not tell you!

A NEW PLEDGE TO THE FLAG

Dr. Clarence E. Manion, dean of the school of law at the University of Notre Dame, as part of the graduation address at Fontbonne College, St. Louis, Mo., proposed a new pledge to the flag to replace the current one which is harmless and meaningless. The proposed pledge is based on the Declaration of Independence which Dr. Manion says should be taught as an antidote to secularism. Here is the pledge:

I, (name), citizen of the United States, hold these truths to be self-evident: That all men are created, created equal and endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that, to secure these rights, my government, represented by that flag, was instituted among men. And to that government and to that flag of the United States, I pledge my undying allegiance.

A Good Approach to Poetry

Brother Robert Wood, S.M.*

Any teacher who has taught or tried to teach poetry knows that it is no easy task. It seems particularly difficult to get boys interested in poetry, especially lyric poetry. They say of poetry what Grumpy said of Snow White's love song, "Mush!" Girls respond more easily to the delicacy, charm, and sentiments expressed in poetry. Boys tend to frown on those same qualities and regard such poetry as "sissified." The problem of teaching the lyric to boys is a greater challenge to the teacher; so is teaching any poetry for that matter. Most of the remarks made here, although they will pertain to all poetry and all students, will apply mainly to boys, and to getting them interested in poetry.

Recently, I took a small private survey of 117 students, and asked them questions on poetry. The students asked were, I believe, a representative group of the students in our Catholic high schools. Freshmen, sophomores, juniors, and seniors were included in the survey. The answers to the various questions were most interesting, and in some cases revealing. They furnished a good idea of what students do and don't like about poetry. To teach poetry in an appealing manner, it may help to capitalize on the ideas expressed by the students themselves.

Appeal to the Ear

There are some basic qualities in poetry that appeal to almost everyone. The lilt and harmony of a poem have an unconscious attractiveness about them. Sound and rhythm play a great part in all poetry. The questions, "Does sound mean anything to you in poetry?" and "Does the rhythm of a poem mean anything to you?" were asked in the survey. Seventy per cent answered that sound did mean something, while 27 per cent answered that it did not. The other 3 per cent gave no answer at all. Similarly, 69 per cent answered that rhythm meant something; 27 per cent that it did not, and 4 per cent did not answer. While the validity of such figures could possibly be challenged on a number of points (where, when, to whom the test was given) they are, to a certain extent, indicative. If a teacher can get across the "music" of a poem, the class will enjoy it much more. They will like a poem that is pleasing to the ear, even if they may not completely understand it.

Get the Meaning

When the student can grasp the message of a poem, as well as the music, there is greater enjoyment. The question, "What, in your opinion, is the reason why most high school boys find little interest in poetry?" met with an astounding variety of answers —

except for one. Almost every paper had as one of the reasons: they cannot understand it. There are a great many reasons why they cannot understand it, but most of these, I believe, can be eliminated by the teacher. Every poem should be explained by the teacher—and explained thoroughly. By explained I mean put into their language, paraphrased, set into concrete examples, the realization of the theme found in their own city, in their own lives. Students of high school age have a craving for the practical. Poetry means so little to so many because it is merely a recitation of some event or emotion. The less they can find of a story or of something that touches them personally, the less will they like poetry. This explains in part why lyric poetry is so difficult to teach. It deals with the emotions, a subject not yet too familiar to high school students. Of course they have experienced them, but they don't realize that. It must be pointed out to them. A sentence like, "You have probably felt this way yourself," with a brief explanation of the feeling portrayed will bring on enthusiastic response. For high school students, poetry must be almost prosaic—at least until they begin to see how a poet expresses the incidents and emotions of life. Otherwise the meaning is obscure. It is the old dictum of "What can I get out of it?" Not only that, but in a sense the teacher owes it to his students to show them the application to their own lives. After all, he is training them for future life. There is a hidden power and beauty in poetry which, if shown to students, will open their eyes to new worlds and their minds to new ideas.

Stories Are Popular

Besides explaining the emotion of the poem, the teacher should give the story. A story, particularly an interesting story, holds enchantment for the high school student. It is fairly safe to say that for most students the ballad is better liked and more readily understood than other types of poetry. This point was brought out in the survey already mentioned. Four poems were listed, and the students were asked to list in order (1, 2, 3, 4) which of the poems they liked best. The poems chosen were representative of four types of poetry, but were poems with which the student would probably be acquainted. They were *The Rime of the Ancient Mariner* (tells a story), *Kubla Khan* (imaginative and fanciful), Gray's *Elegy Written in a Country Churchyard* (restful and human interest), and *When the Frost is on the Punkin* (pictures and nature). *The Rime of the Ancient Mariner* was first by a great majority. Students take to this type of poetry. Such poems as *Forty Singing Seamen*, *Sohrab and Rustum*, *The Destruction of Sennacherib*, *The Highwayman*,

and other narrative poems appeal to the students. Of course, the poems must be graded. Seniors would get more out of *Sohrab and Rustum* than freshmen would. Grading is another secret of good poetry teaching. To know what will interest the students, where their "level" is, will enable the teacher to give the class poetry which they will find interesting.

The Teacher Can Help

If the teacher endeavors to explain these various things about poetry, the students will get much more out of it. They will gain knowledge and lose prejudice. If they can learn to understand the poem, they will begin to appreciate poetry. All this presupposes one thing—a most important thing. Perhaps the most frequent comment on the questionnaires handed to the students under the question, "What do you think would help make poetry more interesting to the student?" was: good reading of it. If the students learn to like poetry, they will learn from the teacher. They read little poetry themselves, and for many the only poetry they hear is the poetry read by the teacher. If it is done poorly, unenthusiastically, or sloppily, by stopping for end rhymes, mispronouncing words, missing the rhythm, misinterpreting the meaning, etc., there is little chance the student will become very interested in poetry. Every teacher should endeavor to excel in the art of reading. I received a compliment once, which I pass on by way of illustration. We were taking through the *Merchant of Venice*, and when we had finished the courtroom scene a student came to me and said, "I learn more about Shakespeare listening to you than I would any other way." Good reading begets interest, which in turn begets enthusiasm. And enthusiasm is a healthy start for success in any field of endeavor.

Avoid Technicalities

A few practical hints: (1) Avoid dry lectures on technical points of poetry. Students can't and probably won't follow them. (2) Have a discussion of the poem in class. The students will get a great deal out of expressing their own views on the poem. (3) Be sure to give the background of the poem. (4) Ask the meaning of words which you think are not clear to the student. (5) Have them write a short poem, to convince them that it isn't as easy as they think it is. This will help prove to them that poetry really has something to it. (6) Have them memorize short selections—a little at a time. (7) Show them that it is applicable to their own life. Help them to learn. Students can learn to like poetry, if we will be willing to teach them.

Trees and flowers are nature's humidifiers, reports the National Wildlife Federation. All the water taken in by the roots and not needed, is given off through the leaves. Thus millions of gallons of water are given off into the atmosphere.

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For the Sodality in Grades 7 and 8

Practical Catholic Action

Sister M. Prisca, O.S.F.*

Today we hear much about Catholic activity. What have I done as a Catholic teacher to train boys and girls to take their part? Have I inspired my pupils to be Christlike in word, thought, and action?

Here are a number of projects sponsored by the Sodality of the Blessed Virgin in grades seven and eight. We used parliamentary procedure in carrying on business. The children suggested and voted on collecting one dollar yearly for fees. Next they discussed how to use the money. Here was a rich field for Catholic activity. The youngsters announced that they wanted to spend the money on parties. This necessitated a full explanation on the purposes for establishing a Sodality. The spiritual and corporal works of mercy were especially stressed, i.e., helping the needy in Europe; doing deeds of kindness at home, in the school; praying for Russia, for sinners; spreading the faith by religious symbols.

For the month of September, the children suggested that the president give points for every deed of kindness performed during the week. Ten points were given for each genuine act of kindness. Among these acts were the following: doing chores about the home, assisting younger brothers and sisters in the family, opening doors for others, smiling at teachers, giving a good example to younger children in the school, and praying for sinners and the poor souls. The president strongly emphasized the difference between duty and deeds of kindness.

Our second project was Sacrifice Day. A committee was appointed to decorate the bulletin board with a large white paper cross on which was placed a smaller blue cross surrounded by blue and white rays. A slogan, "Feed the Hungry," was selected and carried out in lettering of red and white. Means of helping were discussed. It was decided to divide the class into two groups. One child on each side was appointed to do the collecting which was to be voluntary and to be given entirely from their spending money. In the meantime several appeals came to the pastor and to the Sisters for food and clothing. An elderly woman from Rosenheim, Germany, appealed for stockings. Six pairs were purchased and sent to her. A mother with four children asked for food. The children sent several children to give a charity drive talk to the children in the other rooms. The result was most gratifying, i.e., a ten-dollar food kit, and twenty cartons of food and clothing. When the parishioners heard of our project, a charitable gentleman gave us twenty dollars to pay postage. Others offered to give smaller

amounts to help defray postage expenses. Letters of thanks were written by the children.

Next we took up "Symbols in Catholic Art." The pastor explained the use and meaning of certain symbols in the Catholic Church. In our art class we used colored construction paper for a background on which we made designs with colored chalk or designs cut from colored poster paper. The sacraments, seven channels of grace, were depicted as flowing water on a background of lavender construction paper. The soul was represented by a dove strengthening and refreshing itself in the Fountain of Life. Another symbol was a fish with a Sacred Host in its mouth. Many truths in religion can be taught by the use of symbols. Two very helpful books explaining and illustrating symbols are: *Christian Symbols*

by Sr. M. Justina Knapp and *With Christ Through the Year* by Rev. Bernard Strasser, illustrated by Sr. M. Justina Knapp.

Vocations were fostered by the study of the life of Mother Cabrini, St. Francis of Assisi, and St. Gregory, the Great. One chapter was assigned to each row of children. They gave oral reports on their readings in the next meeting. As a fitting close, the children selected episodes of Mother Cabrini's life and dramatized them for the other grades in the school. The most interesting character was Mother Cabrini dressed as a Sister. The habit was improvised by wearing two black aprons, the one in front, the other in the back, and a black shawl. The coif and forehead band were cut from a discarded sheet.

A novena for the conversion of Russia was the next project sponsored by these little Sodalists. They attended daily Mass and offered their daily Holy Communion for the above intention. Daily Holy Communion was entirely voluntary.

That these few projects, carried out for the greater glory of God, inspire other teachers and Sodalists to do still greater and nobler deeds in the cause of the Catholic apostolate is our prayer to the Blessed Mother under whose protection this work is placed.

Making a Leaf Tray

Karl F. Ufer*

Material:

If used for candy dish: pewter or aluminum disk 16 ga., 6-in. dia.

If used for ash tray: copper disk, 18 ga., 6-in. dia.

Tools:

- 1 steel bench block
- 1 jeweler's saw (or tin snip)
- 1 6-in. half-round file, second cut
- 1 oval-peen hammer (or ball-peen hammer)
- 1 cross-peen hammer
- 1 lead block (or wood block)
- 1 tracer (or $\frac{1}{2}$ -in. cold chisel with dull edge)
- 1 round-nose plier
- 1 oval stake (or wood block with rounded corner)

This project can be made with limited tool equipment and may be attempted by beginners in metal craft. The step-by-step instructions shown on detail drawing should be sufficient for experienced teachers or students, while beginners will find some of the textbooks on art metal craft of great help.

After procuring the metal disk, clean surface with steel wool and transfer outline of design, as shown in dotted lines on detail, onto metal. This may also be done freehand, as some variation from detail is permissible.

A leaf of entirely different design can be drawn onto the disk, keeping in mind the limitations and possibilities of shaping it into a tray.

Now cut outline with jeweler's saw or with a tin snip and file edges smooth. Some metal-workers prefer to use a hammer and a small chisel for cutting.

Draw rib onto reverse side of metal and chase this line with tracer over a lead or wooden block. A dull chisel can be used as tracer, and tracer should be advanced about one third its width with each blow.

Follow embossing, raising, and planishing instructions (4-7) as shown on drawing. A ball-peen hammer may be used instead of small stake for your planishing operation.

Form scroll end of handle by advancing end slowly over the edge of lead or wood block, while hammering close to edge of block. Turn tray around and close scroll with light blows. A round-nose plier may be used to finish curving of handle.

If project is made of copper, an oxidized finish may be preferred to a polished finish. This is done by dissolving a small crystal of liver of sulphur in hot water and dipping tray into solution until metal darkens. Rinse in clear water and let dry at least one hour. Then polish high lights and edges with steel wool and apply a coat of wax to tray surface. Rub to a fine polish with cotton or wool cloth.

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A LEAF TRAY

MATERIAL

PEWTER DISK, #16 B.&S. GAUGE
6" DIAMETER



④ EMBOSSED CENTER PART OF METAL ON FRONTSIDE WITH OVAL PEIN HAMMER OVER STEEL BLOCK, STARTING $\frac{1}{2}$ INCH FROM BORDER. HAMMER TOWARDS CENTER SO THAT RIB WILL BE RAISED WHEN METAL STRETCHES

③ DRAW RIB WITH PENCIL ONTO REVERSE SIDE OF METAL. CHASE LINE WITH TRACER OVER LEAD BLOCK

① TRANSFER OUTLINE OF LEAF ONTO METAL WITH CARBON PAPER

② CUT WITH JEWELERS SAW, FILE ALL EDGES SMOOTH

6" DISK

⑤ RAISE TRAY WITH OVAL PEIN OF HAMMER OVER CIRCULAR INDENTATION 1" DIAMETER $\times \frac{1}{2}$ " DEEP IN LEAD BLOCK

OUTLINE OF TRAY & HANDLE BEFORE RAISING

⑦ EMBOSSED FRONT-SIDE OF HANDLE-SCROLL WITH CROSS PEIN OF HAMMER

⑧ FORM SCROLL WITH CROSS PEIN HAMMER OVER EDGE OF LEAD BLOCK. FINISH SCROLL TO CORRECT SHAPE WITH ROUND NOSE PLIERS.

⑥ PLANISH CURVED PART OF TRAY ON REVERSE SIDE OVER SMALL OVAL STAKE CLAMPED IN VISE

⑨ POLISH WITH #00 STEEL WOOL

Detailed Directions for Making the Metal Leaf Tray. Designed by Karl F. Ufer.

FRACTIONS IN THE MIDDLE GRADES

I. Meanings First

*Amy J. DeMay, Ed.D.**

The so-called *formal* teaching of the processes of fractions in our modern curriculum is usually assigned by syllabi as the major teaching units of the fifth grade. Time was when *all* the processes of fractions were required in the fourth grade, with all the intricate difficulties of long division with big numbers and hard to estimate quotients in the third grade. Now the tendency fortunately is to shove the more intricate processes into the higher grades where the pupils are more mature and have had opportunities for fuller experiences. For that reason this series is aimed at the fifth and sixth grades; whenever any particular process is taught or reviewed the suggestions here set forth can be applied when needed.

Many of the more difficult aspects of the fraction processes once thought to be necessary have been found to be of no practical use in modern life, and today's curriculum sensibly omits them entirely. Thus there is more time for learning well and with understanding those simple computations and their applications to situations that pupils in later life are likely to encounter in general and business life. Such processes and the computations involved that are needed for specific or industrial uses or for higher mathematics can and should be taught in connection with courses for these particular types of work when preparation for them is undertaken by any group.

Teach the Essentials

For the reasons stated, *all* work with large denominators should be omitted, and such combinations of even small parts where such are not likely to be added or subtracted in life. For example, while fifths and sixths may appear as individual parts, and fifths added to fifths, and sixths to sixths, fifths subtracted from fifths and sixths subtracted from sixths, one finds it hard to locate any place where fifths are added to sixths or one of these subtracted from the other. The same is true of many other fractions. We will at one time or another find one or more sevenths or ninths, and even thirteenths of a certain amount, and may even add and subtract two or more of these parts to each other, but *never* one added to the other or subtracted one from the other.

The processes therefore that will be discussed in this series of articles will be confined to those aspects and fractions that research has shown have more or less use in the general and business life of most people. In most places where parts are used to any

extent are only common fractions used very much are halves, thirds, and fourths, with some practical uses of eighths, twelfths, and sixteenths with combinations of these with fourths, thirds, halves, to a limited extent. In extensive calculations where unusual fractional denominators result, decimals are substituted. For that reason, some years ago, certain educators suggested that only decimals be taught for all places where a part of anything had to be computed. This seems absurd and outside of human experience with the concept of parts. Not only is five tenths (.5) of anything, say a quart of berries, much harder to understand—a thing divided into ten parts and five taken than a thing divided into two parts and one taken; but it seems ridiculous to try to push this concept upon the child when the natural one is the simpler. We all know that halves are simpler to comprehend than fourths, and thirds than sixths. The small youngster knows the meaning of two things long before he can realize what four means, and a group of five is still a step higher; after that he must mature considerably before ten things are a meaningful group. Even those who wished to confine parts to decimals began the teaching of them in the third grade. We know children have experiences with halves, thirds, and fourths in the first two grades, even if nothing of the sort is taught them.

And later on in upper grades it is certainly easier to get $\frac{1}{2}$ or $\frac{1}{3}$ of anything than to compute $33\frac{1}{3}$ per cent or $66\frac{2}{3}$ per cent; and the latter includes all the computation of the former and some more besides. Thus we see that, in spite of many arguments to the contrary, there is still need in our lives to know the meaning and how to manipulate all the processes of common fractions. Decimals themselves are much better understood if the pupil knows well the meaning of the common fraction first and learns the concept of the decimal fraction in terms of the smaller simple parts of the so-called common fraction.

Teach Meaning

The first teaching of fractions should be concerned with their meaning. If the suggestions for the development in each of the first four grades, as discussed in previous articles,¹ are followed, the foundation will be laid for what is to be taught in the fourth and fifth grades. Nevertheless development work should be presented so that the pupil can have further experiences with what the parts really represent, and the terms used to refer to the forms used before the four fundamental proc-

esses are taught, as refresheners of the meaning of the parts to be treated, but also for the sake of those children who may have come from groups that have not had this careful preparation.

The exercises should, first of all, involve each fractional concept as taught, applied to real objects or groups of real objects, next to diagrams made by the pupils to illustrate the concept being considered, next to pictures of individual objects and groups in concrete situations wherever such are adapted to the child's experience, with problems from real life where such are found in the schoolroom or pupils can bring them from their own doings or home life, or where these cannot be found make-believe and verbal problems to illustrate the concept, all presented in such a way that the pupil will feel that there is a use for what he is learning and therefore it is worth while. In the solution of problems, pupils should be taught how to make drawings and diagrams to illustrate the parts and help to make the problem situation vivid. When the meaning is clear the principle should be used with abstract numbers by dropping the labels, showing that, after all, we operate with the figures only and whatever is done holds true whether applied to this object or that. And practice to learn the process thoroughly can be carried on more economically with wholly abstract numbers. After that there should be problems again to which to apply the process, for the process is of no value except because it is to be put to use in some problems in life.

The folding of paper to form the $\frac{1}{2}$ series—halves, fourths, eighths, sixteenths—as described in the previous article should be repeated in substantially the same way as described there,² but with a paper large enough to make two more folds to produce 32nds and 64ths, as by this time pupils will have 32nd and 64th notes in music to which to apply this principle. It would be well here to have a separate sheet for each different fraction, and perhaps of a different color; for example, one sheet may be blue folded for halves, another may be red folded for fourths, another yellow folded for eighths, etc. When each is opened after folding the parts of the first should be marked $\frac{1}{2}$ in each, the parts of the second should be marked $\frac{1}{4}$ in each, and so on. Then each paper may in turn be cut on the marks, and two fourths be laid on one half to show they fit, four eighths likewise laid on the half, after two eighths have been laid on a fourth, etc. Then a diagram like the following may be made for reference:

*Clifton Spring, N. Y.

¹See CATHOLIC SCHOOL JOURNAL, Mar., Apr., 1945; Sept., Nov., 1948; Jan., Mar., May, 1949.

²CATHOLIC SCHOOL JOURNAL, May, 1949.

WHOLE							
ONE HALF		ONE HALF					
ONE FOURTH	ONE FOURTH	ONE FOURTH	ONE FOURTH				
$\frac{1}{8}$							
$\frac{1}{16}$							

$$1 = \frac{2}{2} = \frac{4}{4} = \frac{8}{8} = \frac{16}{16}$$

From directed observation and comparison of these sheets, folded and cut, and likewise reference to the diagram above, with proper questioning from the teacher, pupils should be led to see that, the more parts into which an object is cut or divided, the smaller each part; that is, the larger the number below the line, the smaller the piece of the whole that it represents. We are still using the expression "number below the line," as the technical term denominator is not yet given.³

Test Comprehension

As a test of comprehension, children may now be asked such questions as the following, being referred to the diagram above if there is any doubt about the fact that the child sees the concept clearly.

Which is the larger part $\frac{1}{4}$ or $\frac{1}{16}$? Why? Which is larger $\frac{1}{16}$ or $\frac{1}{4}$? Why? $\frac{1}{2}$ or $\frac{1}{2}$?

Children should now learn the term *unit fraction*, as applied to *one part*. Then they are asked to compare the size of fraction pairs that have the same number above the line but a different number of parts below the line, but where the number above the line is not 1. Such questions as the following may be asked:

Which is more $\frac{1}{8}$ or $\frac{1}{16}$? Why?

Which is more $\frac{1}{3}$ or $\frac{1}{2}$? Why?

Note that we do not ask how much more? We are merely comparing the size of the parts in a general way, as revealed by the fact that a larger number below the line indicates a smaller-sized part, and with the same number of parts in the pair the smaller number below the line indicates a larger part.

We next compare fractions with the same-sized parts but with a different number of them, as $\frac{1}{4}$ and $\frac{3}{4}$, $\frac{3}{4}$ and $\frac{15}{16}$, as to which shows the larger piece. A diagram may be drawn to explain, if that is necessary. In each comparison where two drawings are needed to compare the size of the parts or the number of parts, the oblongs or squares used in the comparison must be of exactly the same size.

The same outline of work can then be applied to the $\frac{1}{3}$ series, the fractions $\frac{1}{3}$, $\frac{1}{6}$, $\frac{1}{12}$, $\frac{1}{24}$, and if desired $\frac{1}{48}$. It may also be used with the series $\frac{1}{5}$, $\frac{1}{10}$, $\frac{1}{20}$. The point in all this work is the clarification of the fraction concept to make it have meaning.

Measurements

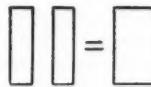
Practical uses of fractions in our everyday life are connected with measurements, and these provide the best applications for making fractions meaningful. Besides certain whole things, as pies, cakes, groups of these and

³The technical terms and how to teach them will be discussed in the next article.

cookies, vegetables, pencils, and so on, the relationships of the different elements in the units of capacity, space, weight, money, time, etc., provide uses for parts and a way to understand their meanings. Therefore, before the processes are discussed, let us consider the various aspects of measurements in their fractional relationships to larger and smaller units of the same kind. The simpler of these should have been brought to the child's attention from the first grade on, so that, as the child matures, the measures become familiar through use by contact with the containers of capacity and the other types as rulers, scales, coins, clock faces, etc. All the measurements, instruments, and containers should be at hand in these grades so that the pupil will be familiar with their size, shape, and can experiment by comparing units of the same type with each other. Of course not all these should be given one after the other in a lump, nor possibly all before any of the processes are taught. They are placed here in one article because they belong under the concept of meanings.

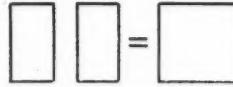
Practical Demonstrations

To make meanings clear, pupils should, with sand or water, by pouring from one container into another, find out the relationships of the different sized measures of capacity; in this way they will learn the relationships objectively. Those of length can be done by measuring one by the others; those of weight by putting the quantities on the scales and comparing the weights with the marks on the dial or the rod—whatever type of scales is used. Others that cannot be so objectively compared can be taught after the concepts for those that can be shown objectively have been presented. As the relationships are discovered, children should be guided to make illustrations by diagrams and formulate tables.



$$2 \text{ glasses} = 1 \text{ pint}$$

$$1 \text{ glass} = \frac{1}{2} \text{ pint}$$



$$2 \text{ pints} = 1 \text{ quart}$$

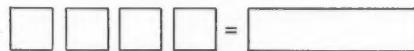
$$1 \text{ pint} = \frac{1}{2} \text{ quart}$$

$$4 \text{ glasses} = 1 \text{ quart}$$

$$1 \text{ glass} = \frac{1}{4} \text{ quart}$$

$$2 \text{ glasses} = \frac{1}{2} \text{ quart}$$

$$3 \text{ glasses} = \frac{3}{4} \text{ quart}$$



$$4 \text{ quarts} = 1 \text{ gallon}$$

$$1 \text{ quart} = \frac{1}{4} \text{ gallon}$$

$$2 \text{ quarts} = \frac{1}{2} \text{ gallon}$$

$$3 \text{ quarts} = \frac{3}{4} \text{ gallon}$$

$$8 \text{ pints} = 1 \text{ gallon}$$

$$1 \text{ pint} = \frac{1}{8} \text{ gallon}$$

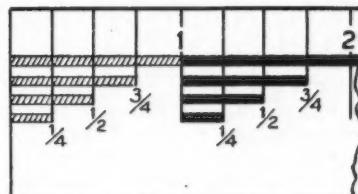
$$2 \text{ pints} = \frac{1}{4} \text{ gallon}$$

3 pints	=	$\frac{3}{8}$	gallon
4 pints	=	$\frac{1}{2}$	gallon
5 pints	=	$\frac{5}{8}$	gallon
6 pints	=	$\frac{3}{4}$	gallon
7 pints	=	$\frac{7}{8}$	gallon

The same routine may be followed for pints, quarts, pecks and bushels.

Applications of the notes in music to the fractional relations may be illustrated by drawing the notes standing for each *time* and showing their relationship. Here only those relationships actually used in music should be considered.

For length, spaces on the ruler may be compared. Such rulers should be in the hands of the pupils. They have special markings to indicate the parts of an inch with the halves and fourths marked.



For the inches in a foot pupils should also be set to construct with narrow strips of colored paper an inch long to be pasted, end to end, on a foundation to form a foot, and with other pieces compare lengths and formulate a table, as,

12 inches	=	1 foot
1 inch	=	$\frac{1}{12}$ foot
2 inches	=	$\frac{1}{6}$ foot
3 inches	=	$\frac{1}{4}$ foot
4 inches	=	$\frac{1}{3}$ foot
5 inches	=	$\frac{5}{12}$ foot
6 inches	=	$\frac{1}{2}$ foot
7 inches	=	$\frac{7}{12}$ foot
8 inches	=	$\frac{2}{3}$ foot
9 inches	=	$\frac{3}{4}$ foot
10 inches	=	$\frac{5}{6}$ foot
11 inches	=	$\frac{11}{12}$ foot

The yard can be treated in the same way, first with three strips of colored paper each a foot long, and a table worked out to give the relationships of a foot to a yard, $\frac{1}{3}$ and $\frac{2}{3}$. Then the 36 inches in a yard can be plotted in the same way with a special mark at the end of each foot; and then a table of the part of a yard each number of inches is.

The square feet in a yard can be done in the same way with nine square feet mounted on a large sheet, with the table made showing $\frac{1}{9}$, $\frac{2}{9}$, $\frac{1}{3}$, $\frac{4}{9}$, $\frac{5}{9}$, $\frac{2}{3}$, $\frac{7}{9}$, and $\frac{8}{9}$ of a yard, a use here for ninths. If desired a co-operative project may first build up the number of square inches in a foot, and from that the number in a square yard, if desired can be built up with the foot squares of various pupils put together to make the square yard. While every simple inch or group of inches need not here be set out as its part of a foot or yard, certain of them should be, and can be later made into fractions that need to be reduced to lower terms, the process for which will be discussed in a later article.

Does Group Work Pay?

Sister M. Roberta, O.S.F.¹

An efficient means for good teaching results is the grouping of pupils according to their ability. We cannot expect all children to be on the same level of intelligence or accomplishment. This difference can best be met by group work. Our Blessed Lord Himself has supplied the suggestion in His parable of the talents. One servant had ten, another five, and still another only one. The servant with one talent was not expected to gain ten or more but he would have received full reward and merit for another one. Do we not, as teachers, often expect our pupils of only one talent to gain ten along with the more highly gifted pupil?

To avoid this mistake the teacher should try to discover in the beginning of the term the accomplishment of each of her charges. Tests, diagnostic and graded exercises, oral drills, school assignments, that are done in school under the teacher's supervision, etc., should be given and the results closely tabulated and checked by the teacher. The information thus recorded will provide an excellent study for the teacher.

Another excellent means, of discovering the needs of the pupils, is to have them write letters to the teacher telling her what they do not understand. For example, in the teaching of long division there may be one small point that is not understood thereby causing a failure in the entire process. By encouragement from the teacher, the pupil will be able readily to write his difficulties to her. By the knowledge gained in this way, the misunderstanding can be cleared and the success of the pupil assured.

In a short time the teacher should have enough knowledge of her pupils to grade them into groups. The number of groups will depend on the class. This cannot be determined theoretically but by practical experience with a given group. In our Lord's situation, there were three but we may have two, three, or more according to the children actually in our charge. The teacher will do well to remember that they are in our charge for no other reason but to increase their talents according to the number that God has given to them.

If in the beginning the teacher finds that preceding grade matter has not been mastered by the pupils then this should be first taught before actual work of the present grade is attempted. We cannot build the top of the house before making the foundation; neither can we teach the work of the upper grades before the pupils have made a foundation of the fundamentals.

The teacher herself must determine how much time should be given to each individual group but none should be neglected. As the pupils gain in skill the number of groups

may diminish. It should be made clear to the pupils at the outset that promotion into a higher group will follow as they master the work given them by earnest work and endeavor. Sometimes it may happen, that a pupil with a God-given talent of ten will be

found in the lowest group in September, but with the chance of promotion from group to group, this same pupil may find himself in his own proper place before the end of the term.

It will be well for the teacher to remember this, that all cannot acquire the same standards but that all, except those that are actually feeble minded (and these are of the very few) can learn something and thereby increase according to their God-given ability the talents that they have received from a loving Father.

Frequent Holy Communion

September Reverie

*Sister Mary John Berchmans, B.V.M.**

Now that our good monsignor has given us an additional week of vacation, to commemorate his investiture, I am going to devote all the time to my plan book. I shall go over each subject as I have it outlined, to see where I can improve it.

First, here's religion. At once I take a mental "culpa." While in the novitiate I read an article in THE CATHOLIC SCHOOL JOURNAL, on frequent Holy Communion, and I made fervent resolves in the matter. It struck me at the time that the suggestions were logical and practical. I agreed that Holy Communion is the greatest bulwark against temptation, especially for our children, and that the practice of receiving Holy Communion every Sunday would transform their lives. I was determined to make my class thoroughly acquainted with the reasons for receiving Holy Communion once a week, and to keep alive incentives to the practice. I made many resolves, but alas! they turned out to be little more than wishful thinking. I started teaching a year ago, but I must admit that I was often humiliated to see so many of the children of the other classes receiving Holy Communion, and so few of mine. Even in the third grade, almost the entire class received, and the eighth grade always moved up to the rail *en masse*. Where are my resolves of two years ago?

My Failure

In September our school opened after the First Friday, which I had decided would be a good starting point for my endeavors. In October we concentrated on the dialogue Mass and the new course in religion. In November I considered that it was so close to Christmas that I should wait until the New Year. Last January was very cold, and every week a new group was absent from school, nursing colds in various stages. Before Lent I did give a talk on frequent Communion, but my heart was not in it.

Why did I not keep my resolves? They were

vague, indefinite, scattered, and not practical. Perhaps I was afraid, being just a beginner. I had two pupils whose mothers would not approve of their missing the Saturday afternoon movie to go to confession; nor would they allow their sons to fast every Sunday until after Mass. However, this should not have deterred me from trying to help the others. I did not decide and note in my plan book just the days I intended to use for instruction and discussion on frequent Holy Communion. I failed to make an outline of my entire project, noting just what I intended to stress, and when I decided to use each point. I had before me a greater task than any general in any battle, but I failed to make out a complete overall of my campaign. Christ might have been referring to me when He said, "The children of this world are wiser . . . than the children of light."

I must not try to make excuses for myself. I was definitely negligent. To show my regret, I shall make redoubled endeavors this year. I have had a long talk with the eighth-grade teacher whose class has edified the entire parish, and I know just what I am going to do.

A Practical Plan

Our school will reopen on September 12. On the sixteenth I shall open the religion period in renewing directives and suggestions for a good confession. Some may have omitted confession during the summer months or become careless about it. In any case a renewal of devotion is wholesome. The following Friday is a day before Blessed Mother's feast day, and it will be in order to suggest Holy Communion the following Sunday in her honor. Thanks be to God, devotion to our Lady is receiving a new birth among young people, and I shall use that as a stepping-stone and a corollary with frequent Holy Communion through the year. "Through Mary to Jesus."

The First Friday in October will serve to introduce my project. I shall begin with a

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talk on the Mass, stressing the idea that Holy Communion is part of the Mass. We offer the blessed Christ and ourselves to God the Father, and God, in turn, invites us to partake of the Body and Blood of His Son. All prayer is giving and getting. Surely we should accept the invitation. I shall dwell on Christ's selection of St. Peter, and the unbroken line of Popes since. I shall tell my class of our Holy Father's encyclical on frequent and daily Holy Communion. In all the early histories of sacrifice, after the immolation of the victim, there was always a meal or banquet for the people. Why should we have to be urged or coaxed to partake of the Divine Banquet?

The second and ninth of October will be "tryout" Sundays, and on October 14, the day after the Fatima anniversary, we shall establish our club, leading up to it systematically. The rosary and frequent attendance at Mass, a common practice during October, lend a spiritual atmosphere, and put the children in a receptive mood for grace. On November 4, we shall have a discussion on the six reasons why Christ instituted the Holy Eucharist. On November 19, each one who has received Holy Communion every Sunday since October 14, may present himself as a permanent member of the club and receive his button. On December 3, we shall dwell on the first of the six reasons, in detail, taking the reasons successively on each First Friday, that day being opportune because most of the class have received Holy Communion on that morning. If anything unforeseen should supply a holiday on a First Friday, our focal monthly will take place on the following school day.

It will be wise for me to keep myself saturated with material from books on the Holy Eucharist and Holy Communion and the Mass. I must work against the idea of separating Holy Communion from the Mass. Thus at each meeting I shall be able to furnish my class with at least one fine good strong thought to confirm them in their resolution. For instance, at the multiplication of the loaves, Christ prefigured what He considered a meal, a necessity, a habit of life, when He said, "Make the people recline." And there was plenty of food for all and some left over. St. Thomas says, "The effect of the Holy Eucharist corresponds to what is done externally in its administration." Regarding this, Father Ellard, S.J., remarks, "What is done externally is a social serving of Food."¹ Another thought might be that, more than 1900 years ago, Christ invited us to Mass and Holy Communion: "Do this in commemoration of me." "Take ye and eat."

From Pope Pius X

Material for one meeting might be the study of a quotation from the encyclical of Pope Pius X:

The desire of Jesus Christ, and of the Church, that all Christians should daily approach this holy banquet is based chiefly on this, that Chris-

tians united to God through the Sacrament should derive therefrom the strength to conquer concupiscence, and should wash away light faults of daily occurrence, and should forestall more serious ones to which human frailty is exposed.

Also from the pen of Pius X:

Holy Communion is the shortest and surest way to heaven. There are others, innocence, for instance, but that is for little children; penance, but we are afraid of it; a generous endurance of the trials of life, but when they approach us, we weep and pray to be delivered. Once for all, beloved children, the surest, easiest, shortest way is by the Holy Eucharist.

Sources of Inspiration

If I am on the alert, every bit of spiritual reading and meditation will furnish me with a little material to further my project. (Many retreat directors urge religious to read at least one book on the Mass each year.) And while gathering help for my class, I shall also put myself in the way of growing in personal fervor. No teacher can think and read and talk about Holy Communion frequently without

growing in love of the Blessed Sacrament, the center of the religious life.

I must decide now what books I shall read. Remarkable help for every Catholic teacher is to be found in *Christian Life and Worship*, Ellard. I shall re-read Chapters XIV and XV of the fourth volume of Father Farrell's *Companion to the Summa*. Then I know we have in our library *The Holy Eucharist*, Travino; *The Mass Liturgy*, Cannon; *From Holy Communion to the Blessed Trinity*, Bernadot; *The Mass*, Parsch; *The Holy Mass*, Gehr. When I have finished these, I shall borrow from our beloved pastor, Father Dalgairn's *Holy Communion and Keepers of the Eucharist* by Schaefer. Armed with this reading, if I make my project the object of my prayers, and follow the plan I have set before me, I know the Holy Spirit will inspire my pupils to desire and receive the Sacred Food at least once a week, thus supplying them with a powerful strength of soul which they will need in the hard days to come.

They Need Help

Children Can Write

Sister M. Agneta*

A change comes over the class. Boys begin to wiggle and girls twist and turn nervously. A note is passed. Low murmurs of discontent are heard from the rear. But a few minutes ago these youngsters were responding eagerly as they discussed plans for the construction of a mural depicting medieval life. Now that the history period has come to an end, they are no longer the same enthusiastic group. Why the sudden listlessness? Is it because the composition period is scheduled next?

"Why look so glum and forlorn, Mary Jane? Don't look so bored, James. There is work to be done. Get busy, Joe."

An uneasy shuffling of feet and heads bent over blank sheets of paper is the only response.

"It's so discouraging when you try to get them to write even a simple theme," sighs one teacher.

"They simply have no imagination," another complains.

"Their writing is so stilted and their sentence structure so poor," remarks a third.

These justifiable comments are made by many teachers today. Children just do not seem interested in creative writing or any type of written work that requires mental effort. Yes, writing can be a difficult task for any of us, as we instructors sometimes find when it comes to our own reports and term papers. Unless we are endowed with unusual literary skill, writing can be a source

of great torture. A smooth style is acquired only after long practice.

Just a Little Imagination

Our pupils cannot and will not write unless interest is stimulated and talents are fostered. Perhaps we forget these facts and demand finished products from the children who have learned to read the printed word but a short time ago. The pupil may lack proper guidance, due to our own inadequate preparation; failure will loom before us.

Too often the teacher goes to the board and writes a title or two to serve as subject for a paragraph to be completed in a given length of time during the English period or as a homework assignment. The topic to be treated may be anything from the life of a butterfly to a favorite friend. Its nature may be more specific, a particular means of the rosary devotion or the example of cheerfulness in the life of some saint. Observe how Mary Beth painstakingly copies down the title and then stares vacantly into space. Watch Billy Smith as he chews furiously his already abused pencil.

"But I don't know what to write" or "I can't think of anything to say," will be their retorts if questioned. Unaroused interest and no attention given to specialized or model sentence structures produce a negative reaction.

The well-chosen topic has value. There are subjects which of the nature invite an active response while others like those already named are totally irrelevant to the child's experiences

*Ellard, Rev. Gerald, S.J., *Christian Life and Worship*, Conn.

*36-26, 172nd St., Flushing, N. Y.

and environment and leave him alienated. Suitable as well as interesting subjects must be our first consideration. Such topics as the following might be suggested.

Titles

1. A Pet of Mine
2. Earning Money
3. My Family
4. All About Me (autobiography)
5. An Interesting Hobby
6. A Weird Experience
7. What Shall I Be?
8. A Favorite Saint
9. My Good Friend
10. Catholic Action
11. The Rosary
12. A Child's Example
13. My Neighbor and I
14. A Good Book (book report)
15. Good Times in Summer
16. Winter Fun
17. A Surprise for Me
18. A Happy Birthday
19. The Best Radio Program of '49
20. A Trip I Enjoyed

Thinking Together

Once a suitable subject has been selected it is desirable to allow a general discussion developing its possibilities. Members of the class can contribute valuable information, especially on current events, radio programs, and hobbies. What the pupil himself knows should be pointed out as a foundation on which to build a new thought structure. Such facts could be listed on the board and pupils invited to notice for reference. The instructor plays his part in introducing at the right moment lead questions inclining the pupil to follow a reasonable line of thought. After this preparation, further needed information may be supplied by the teacher herself.

During a discussion children will profit from picturesque phrases or colorful expressions that catch their ear. Before the writing period, these may be gathered quickly into the blackboard aids with needed synonyms, and key words requested and explained. The child's working vocabulary is enlarged gradually by definite means.

For a subject that invites more than one paragraph in development, an outline will help the children to observe unity and coherence. If it is made by the class as a whole, it will have the added value of being easily understandable. Without definite ideas and objectives to inspire expression of individual opinion, we cannot hope to produce good literary work in the classroom. Below are offered a few sample outlines, prepared in the room by the children in the lesson preceding the first draft of the composition.

An Appropriate Introduction

Next on the program must come the good beginning or opening. Originality and interest in writing is our aim here and both of these factors must be present at the introduction of any piece of work. Impress upon the children the need of arousing the attention of the reader. Have read aloud the introductions to short stories from readers or magazines. Study the heading of news articles. Ask such questions as, "Why would you like to go on with this story?" "What words does the author use to hold your interest?" Study, too, whether the story begins with an exciting or unusual incident or do the words of some character attract attention? In writing a paragraph the

use of quotations is effective. As an inspirational hobby, one might encourage the children to collect verses from Scripture which are applicable to various occasions. Before beginning, possible quotations or questions might be listed on the board for the sake of the less imaginative scholars and as an incentive for the rest. It will not be long before this part of the lesson can be omitted as children prefer to make up their own beginnings and often surprise us by their cleverness in creating unusual openings.

Despite the fact that a good opening arouses our interest, it does not make a composition. Consistency and harmony should prevail throughout the written work. In order to pull together the paragraph, a good closing is indispensable. Again we should try to provide examples of this from short stories. In the lower grades, one sentence may prove sufficient to sum up the paragraph. With older children, a few more may be desirable but we should guard against writing too much. Our aim has been to work for strong closing and a brief résumé of the story.

Try Imitation

At the beginning of each term I have started the school year by working on a paragraph from reproduction. By this I mean that a brief selection was read to the children which they rewrote in their own words. The children were instructed to jot down interesting phrasing or words as I read for use later in their own paragraphs. In this way a word freedom was developed. After reading the story, I questioned the children on what had been read. In cases where little paragraphing had been done, I wrote four or five consecutive questions on the subject matter and had them answered in paragraph form. An introduction to the form of a composition was thus given. The problem of "I don't know what to say" was avoided and knowledge of grammatical skills and punctuation were improved. After writing several of these the children were ready for more original themes.

Toward the middle of the year I spend three or four lessons on one composition in order that the particular subject may be well developed. Our first period in composition is devoted to discussion of the topic. This is a vital factor in arousing enthusiasm. If one fails at this point the battle is lost. During our second lesson, the outline is built up and the discussion reviewed. On the third day a vocabulary is formed and the first draft of the composition written. At night I correct all themes for grammatical errors and punctuation and make suggestions for improvement. The fourth day finds the children rewriting and completing their work. As time progresses and the pupils grow more accustomed to written work, the period is shortened to two days. At the end of the term the majority of the class should occasionally prepare and write short selections and stories at home.

To foster enthusiasm I have found that a class magazine will bring forth many attempts at literary work. This project need not be elaborate or involve mimeographing or the printing of separate copies for each child. A

bulletin board with appropriate illustrations can be changed into a class paper and used for the same purposes:

Outlines in Presenting Lessons

Spreading Devotion to the Rosary

I. Possible Titles

- A Weapon of Defense
- A Crown of Roses
- Our Lady and World Peace
- The Rosary Always
- Mary's Gift

II. Reference Material

- Life of St. Dominic
- Children of Fatima
- Importance of the Rosary
- Need for Family Recitation

III. Vocabulary	ambition	weapon
devotion	desire	defense
family prayer	conversion	Russia
perilous times	defeat	communism
grace	Satan	influence
merit	evil	comfort
gratitude	pious	piety

IV. Introduction

A. A Question

1. Can children, too, defeat the snares of Satan?
2. Would you be willing to wage war against sin?
3. What can a boy or girl do to defeat communism?
4. Did you ever hear of a home missionary?

B. Unusual Statement

1. Little children have a weapon even more powerful than the atom bomb.
2. Children, too, can do their part in making this a better world.
3. The unfortunate little ones of Europe look to American boys and girls for freedom. You can bring this gift to them.
4. Join the crusade of prayer now and save the world by saying a Rosary each day.

C. A Quotation

1. "Where two or three are gathered in my name, there am I"
2. "A little child shall lead them"
3. "Let the little ones come to Me and forbid them not"

V. Brief History of Rosary

A. St. Dominic

1. World in his day
2. Appearance of the Blessed Virgin
3. Marvels wrought by recitation of rosary

B. Mary and Fatima

1. Demand made
2. Results
3. Promises

VI. The World Today

- A. Perils of past wars
 - 1. Destruction caused
 - 2. Danger to faith
 - 3. Progress of communism
 - 4. World suffering

VII. Work of Children

- A. Say a daily Rosary
 - 1. Intention
- B. Interest others in this prayer
 - 1. Family Rosary
 - 2. Unite families
- C. Look on Mary as friend and mother

VIII. Closing

- A. Need of rosary
- B. Benefits from rosary

Joan of Arc

I. Possible titles

- A Woman General
- Maid of France
- The Girl in White Armor
- She Won a War

II. Reference

- Life of Joan of Arc
(teacher's handbook)
- The Hundred Years' War
(history texts)
- Discussion of war tactics

III. Vocabulary

France	pious	Dauphin
Domremy	simple	troops
warfare	labor	sacrifice
Hundred	generous	prayer
Years' War	courageous	enormous
British	cowardly	condemn
peasants	command	jury
poverty	traitor	trial

IV. Introduction

A. Question

- 1. Have you ever heard of the girl who led an army?
- 2. What would have been the chances of Charles' getting the throne, if it weren't for Joan?

B. Unusual statement

- 1. The soldiers laughed when they saw their new general.
- 2. Our modern armies have had only men leaders, yet back in the fifteenth century a girl led the troops of France to Victory.

V. Joan's Early Life

- 1. Poor peasant girl
- 2. Lacks learning
- 3. Holy life

VI. The Voices

- 1. Strange visitors
 - a) Who they were
- 2. Their command
- 3. Joan's reaction
 - a) Frightened
 - b) Pleads lack of learning
 - c) Decides to obey at last

VII. Joan's Struggles

- A. Opinions
 - 1. Parents
 - 2. Neighbors
- B. Visit to King
 - 1. Miracle
 - 2. Results

VIII. Joan at War

- A. As Leader
- B. Many victories
- C. Defeat of British

IX. Betrayal and Death

- A. Jealousy of other leaders
- B. Brought to British
- C. Unfair trial
- D. Death by fire
 - a) Courage
 - b) Charity

X. Influence on Modern Children

- A. Her example
 - 1. Co-operation with grace
 - 2. Courage
 - 3. Truthfulness
 - 4. Prayerfulness

would copy the list on the blackboard and the others would copy them in their history workbooks. Several times during the week a spelling test was given. In this way it was not hard for the children to learn a few difficult words each night. It was surprising how much pleasure they derived from being able to spell correctly such words as: Carthaginians, hieroglyphics, and Hammurabi. They also received much enjoyment from receiving their papers returned minus the red marks. This chart not only proved a great aid to the children, but also made an added attraction for the room. The small word booklets were made from bright colored construction paper and contrasted with the blue pockets. The first thing a visitor noticed upon entering our classroom was our colorful history chart.

Sometimes I wonder if other teachers have as hard a time as I do in thinking of questions for a rapid review in history. Several years ago I started making a set of questions for each unit to be taught. Before teaching a unit, I would read it over carefully and jot down on small slips of paper two by three inches, the important words, phrases, dates, or names I thought they should remember: e.g., "Articles of Confederation," "1607," "Magellan," or "What are the first ten amendments to the Constitution called?" After teaching a unit or a section of that particular unit, if it were lengthy, I would use these slips to review the work taught. Maybe once a week, I would use these slips to review all the work taught for a week or two-week period. Occasionally a contest would be held. The class would be divided into two groups and the questions picked by the teacher would be asked of the children—in a way similar to the old-fashioned spelling bee. For every correct answer given, one point would be given to that side. If one team fails to give the correct answer, the other side has the opportunity to answer and try for the point. Another variation is to use the questions in a baseball game—four correct answers counting as a completed run.

It is surprising to see how much enjoyment the children seem to derive from being able to answer in June those questions which were first asked in September or October.

Although all this entails a little extra work from time to time, I feel it is worth the effort for these particular reasons: (1) the sets of questions can be used over year after year, once they have been made; (2) these questions are left available at all times for the children to study at their choice—a really private review; (3) it helps the children to pick out the really important highlights of history.

Occupational Outlook Handbook

The United States Department of Labor, the Veteran's Administration, and other Government agencies issued recently Bulletin No. 940, *Occupational Outlook Handbook*, available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. It is a report on prospects of employment in the professions and in many fields of nonprofessional occupation. Guidance counselors and others who must advise young people should find it useful.

Helps in Elementary History

*Sister Charles Mary, O.P.**

At the first of the school year I was quite distressed at the way my fifth and sixth graders spelled their history words. They were able to get fine marks in daily spelling, but when a test in history was given, their papers would be returned with many words underlined with red pencil because of the poor spelling. I realized that something would have to be done—some remedy to improve the looks of their papers and also to help them. I decided to make a history-spelling

chart out of a piece of tagboard two feet by three feet. This I divided into two sections—one side for fifth-grade words and the other side for sixth-grade words. In these two divisions, I mounted pockets made of dark blue construction paper. These were to hold the little booklets containing the words for the week.

On Monday morning one member of the class would go to the chart, and take the booklet that contained the words to be learned during the week. I had prepared the list during the previous week end. The child

*St. Teresa School, Lincoln 8, Neb.

Aids for the Primary Teacher

A TRIP TO WASHINGTON

*Yvonne Altmann**

Would you like to pretend to leave school
for Washington, D. C.?

If so come with us right now.

We are going on a train.

We are going in the train.

We see trees when we look out of the
windows.

Next, we get into an airplane.

We are flying to Washington, D. C.

We like to ride in the airplane.

A bus is waiting for us when we get out of
the airplane.

We ride across a bridge on the way to the
hotel.

We are going to have a nice time in Wash-
ington, D. C.

We get out of the bus.

We go to the hotel.

There are many rooms in the hotel.
It is a pretty hotel.

Two boys and two girls get into the bus.
There are three boys and three girls in the
bus.

The bus is at a stop sign.

Soon all the boys and girls will be in the bus.
We are going to take a tour of the city.

We stop at the Capitol.
The grounds of the capitol have many trees.
There are some clouds in the sky.
The Capitol has many windows.
There is a statue at the top of the Capitol.

The Capitol is a building where many people
work.
The people come from all over the United
States.

They are chosen by the people of the United
States to work for them.
Some of the people are called representatives.
Some of the people are called senators.

All together they are called members of Con-
gress.

Most of the members are men.

There are a few women.

The people in Congress are very intelligent.
They pass many laws.
We obey the laws.

The laws are about food, shelter, and clothing.
The laws are about health, safety, and trans-
portation.

The laws are just about anything you can
think of.

There are many, many laws.

The laws help to keep our country the best
and finest in the world.

That is why we obey the laws.

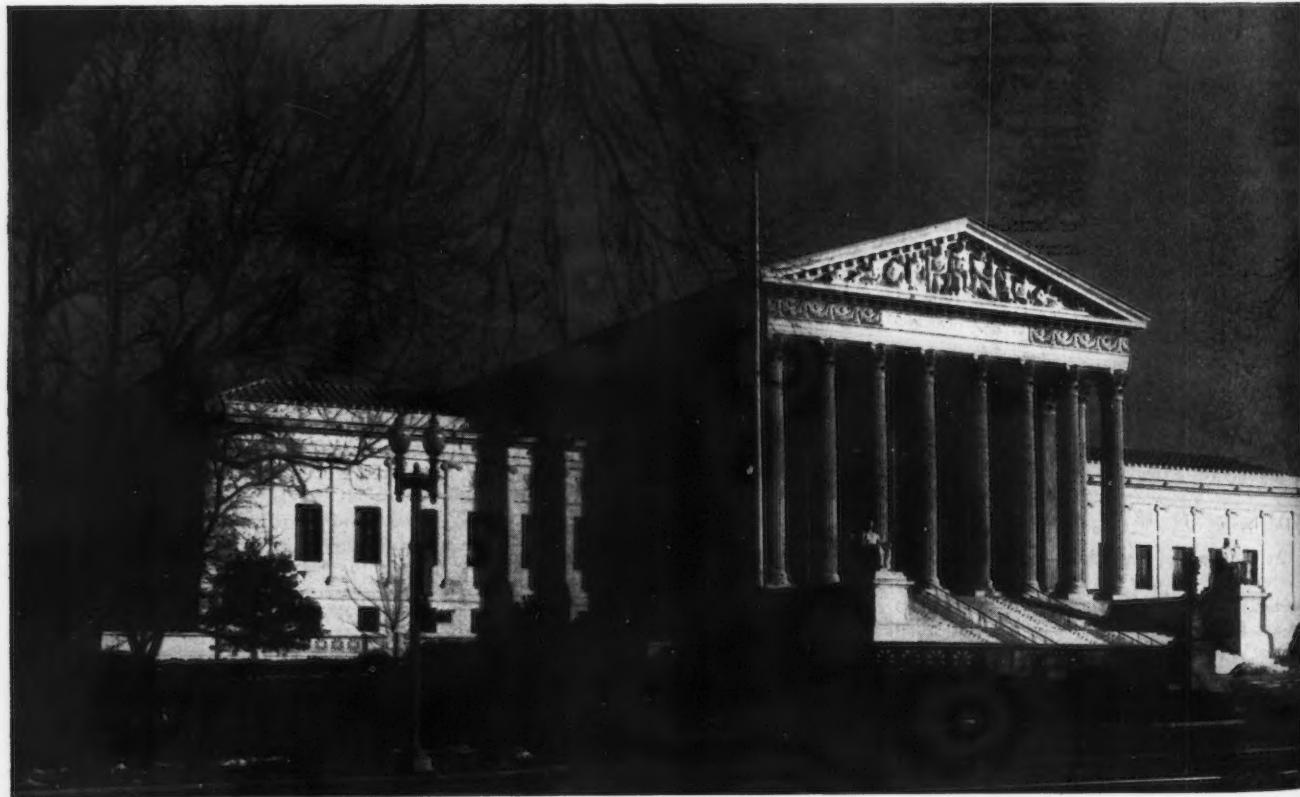
We see the senate chamber.
The senate chamber is a room.
We watch the senators at work.

We ride on the senators' train.

This is the senators' dining room.
The room is trimmed in red.
The tables are against the wall.
The senators will soon be coming in to eat.
We will eat with them.

The library of Congress has many books.
The valuable books have chains on them.
People cannot steal the books.

*Kindergarten Director, Oshkosh, Wis.



The United States Supreme Court Building.

— Photo by Walter Hering



— Photo by Walter Hering

George Washington's Home at Mount Vernon, Virginia.

This is Washington's Monument.
It makes us think of George Washington.
It is a very tall monument.
We have to stretch our necks to look up to
the top.

We see the trees beside Lincoln Memorial.
We like to look at the statue of Abraham
Lincoln.
He was a very great man.

This is the tomb of the unknown soldier.
See the wreath on the tomb.
It is for all the unknown soldiers.

This is the Supreme Court house.
It is the highest court in the United States.
The supreme judges work in the court house.
There are nine judges.
They tell the people who ask them what is
right and wrong.

The Department of Agriculture helps the
farmers.
These are the agricultural buildings.

This is the White House.
There are many rooms in the White House.
The president of the United States lives in
the White House.

We see the Smithsonian Institution.
It is like a large museum.
We see Lindbergh's airplane in one room.
It is the first airplane that flew across the
Atlantic Ocean.
We see the building where they make the
money.

There is much money on the table.
There are two men getting into chairs to
count it.

There is a design on the wall.

There are many books in the Folger Library.
They are all about Shakespeare.
He wrote many plays.
He lived a long time ago.
Now he is dead.

Let us get up early to go to Mount Vernon.
The bus will take us to Mount Vernon.

We see Mount Vernon.
That was George Washington's home.
He lived there long ago.
He was the first president of the United
States.
Now he is dead.
The house is kept open for all of us to see.

We see an old-fashioned garden at Mount
Vernon.

We see flowers in the garden.

We walk in the house.

The furniture does not look like the kind
we have.
It does not look as comfortable.
It is very old.

We get into the bus to go home.
The bus takes us to the airport.
We ride in the airplane.
From the airplane we ride in a bus to the
train.
The train takes us home.
We go back to school.

We tell everyone about our trip.
We learned many things about Washington,
D. C.
We had fun going to Washington, D. C.
Did you enjoy your trip with us?

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— Photo by Walter Hering

Aerial View of the White House.

Religion Applied to Life

*Sister M. Ricarda, I.H.M.**

The religion teacher's biggest problem today is to hold the interest of her pupils in matters vital to the soul's welfare of the children in her care. Children are interested in doing things. When Sue is given a toy broom and told she can help her mother, her efforts to please her mother will be most evident by the tireless energy with which she pursues the task. This valuable outlet of energy of keeping busy has long been a successful tool in the hands of the alert teacher.

Making Exhibits

From the days of the little red schoolhouse children have cut, colored, pasted, drawn, read orally, dramatized, recited, tended small gardens, built with blocks, molded with clay; these and countless other activities, when purposefully directed, had gratifying results. For example, a group of children studying about a fair in a fourth-grade social studies unit, made an exhibit of vegetables from clay, for display, in imitation of what they had read. Ribbons were awarded by an upper grade teacher who came in to appraise their labors. The children were interested and could tell many facts about how their particular choice of vegetables had

been grown. The printed words had for them, in a very real sense, come to life. The winners knew just how it felt to have their entries claim a blue ribbon.

Can the religion teacher at the elementary level transfer like activity into her religion class? Why not? Ideals are made concrete by creative expression. Let us visit now and then the fourth-grade class that was so enthused over the fair exhibit. What is their religion class in regard to pupil activity? Here we find the ever enticing clay put to work again. This time it is a display of the log cabin scene depicting the founding of the congregation of the Sisters, Servants of the Immaculate Heart of Mary, so we learn from the signs and explanations accompanying the exhibit. Upon listening, for questions are unnecessary to draw out information from this enthusiastic group, we find that the children have a very clear impression of the self-sacrifice and dependence upon the blessing of God, entailed by this foundation. Again we find two children dramatizing an invitation of one child, Joe, to another, Bill, who is evidently negligent in his fulfillment of the obligation to hear Sunday Mass. Joe asks Bill to accompany him the next day. As we listen to the arguments Joe

puts forth in defense of the Third Commandment to his less ambitious but wordy friend, we hold high hopes for his personal perseverance when away from the influence of school. Toward the end of the week we see a little girl telling a story she made up about the sad fate of someone who told a lie.

Virtue Illustrated

Another day we come in and find for our approval many posters illustrating the virtues and vices of the seventh commandment. When we see the one about the child returning a borrowed book, the child spending change and adding the amount to the bill, the boy acknowledging the fact that he broke the window, the girl taking the hair ribbon from the dime store counter, can we doubt that these children have been thinking, that they have an awareness of the meaning of the seventh commandment? We shall look in on these children when they are studying the unit on the life of St. Vincent de Paul. We watch the pantomimes depicting the work of members of the Society of St. Vincent de Paul. Here is a busy housewife giving a gracious admittance to the St. Vincent de Paul man and giving over to him a generous bundle of clothes, a child on the way out of church putting money in the poor box, a little girl making dresses for dolls she is going to give away, a St. Vincent de Paul call, by two members, at a needy home. Yes, indeed, the virtues of charity, honesty, counsel, and the like mean something besides terms to these children who have been required to think out their own illustrations.

Children who have been thus tutored are more likely to recognize, from this classroom experience, life situations calling for the practice of virtue.

It is also a natural instinct for children particularly, to imitate. If the child after hearing about the bravery of St. Cyril, who would not tell a lie, feels the urge to astound the world by his own stanch adherence to truth, has a chance to realize that he has many opportunities, although not so dramatic, it may keep him more wide awake to catch such chances. How can this be done in the classroom? By a quiz program. Bring the microphone to the front. Present situations the child might encounter in his ordinary day and ask for their probable reactions. For example, a child goes to the store, the grocer gives him too much change. No one knows it but himself and he loves bubble gum. Why not invest the extra change? Challenge the participants to give reasons for their choice. Call on the audience to confirm or prove the contrary. A radio program might also be used for the children to sum up the life of a saint they have studied. Apply the facts to a commandment and illustrate by their own experience examples of how what they have studied can be put into their own lives. For instance, you could take the life of St. Joseph; his outstanding virtue is obedience; and in applying this topic to the fourth commandment there will be found much fruit. Let the children, however, do the work; suggest when asked or if it seems prudent.

*St. Francis de Sales Convent, Detroit 21, Mich.

Activity Is Impressive

Giving the children freedom to analyze and react, to the background of ideals and knowledge which the zealous teacher gives her pupils, in the ways illustrated above, will also satisfy their desire to be important. They will not feel as if they were a burden to be borne or funnels into which facts must be poured but they will feel a definite part of the great wheel of life.

It is, after all, our aim, no matter what the method, if we are sincere, to fit our boys and girls for the great battlefield, where victory is

a possibility for each individual, regardless of time, place, or circumstance. A religion teacher possesses the flawless method in her subject matter. If she is to make the best of her opportunity, she certainly will make use of activity during her class period, particularly at the elementary level, for it is during these early formative years, that habits, which we want to carry over into adult life must be developed. Activity during the religion class may be a great aid in solving the alarming lack of response to high ideals in our present-day, Catholic graduates. Has your class this appeal?

in my group. They had disturbed the office, so they went to the principal and offered an apology. The principal accepted their apology and let them know that she expected them to keep their promise of helping her to do her work by being quiet in the hallway and in the toilet. Having to face the teacher or the principal and make an apology has the desired effect of helping the children to see that the rules of the school are made for a good reason and must be kept in fairness to others. It is well to tell children and it is a help really. "When you act like babies the older children think that you are babies and that is why they sometimes call you 'kindergarten babies.' If you do not want them to call you that, show them that you are not babies but big boys and girls."

Training is not a matter of scolding or being severe and hard. It is a matter of patience, firmness, and persistence. It is a matter of consistency.

The same seriousness should be brought to the dismissal period. Children should understand that dressing and undressing are work and not play. This is not a time for dawdling and noisy conversation. Quiet conversation with the teacher or with one's neighbor is in order. The teacher may need to speak to the entire group but unless voices are kept quiet and controlled she will not be heard unless she raises her voice. No teacher wishes to raise her voice. Only rude people talk loudly to each other. Often parents are waiting outside for us and we should not keep our busy mothers and fathers waiting.

The Teacher's Techniques

To prepare for this quietness at dismissal, bring the children together as in a group meeting. Wait until they are attentive and controlled. Name a few at a time to get their wraps. As the children wait to be chosen speak in some such manner: "Look at your clothes, see if you have plaid in your shirts or skirts. If you have you may get your wraps," or "All who have a bow in their hair may get their wraps," or "All the boys who have neckties may go." By means of such directions the children are sent to the cloakroom a few at a time. Those waiting are most anxious for their turn to come and are forced to give their attention. Unconsciously they increase their understanding of word meanings. Day by day they become accustomed to such words as striped, plaid, woolen, cotton, silk, etc.

If a noisy atmosphere develops in spite of the precautions taken, I touch the piano giving our listening signal which is one tone repeated. I ask the children if they have forgotten to listen to their own voices. I remind them that only the ones to whom they are speaking need to hear them. I praise those who have dressed quickly, commenting that they have done so because they have kept to their job.

My children go home as they finish dressing because, having our own kindergarten entrance, that is the convenient way. As soon as a number are dressed and ready, I stand

Training for Responsibility

*Sister M. Marguerite, C.S.J.**

In our kindergarten, groups average 38 or 39. Because our sessions are short, only two hours daily for each of the three groups, we must budget our time. Our kindergarten has only one toilet and washroom which serves adequately for emergencies but which is not adequate for a general period. This makes it necessary that we use the school toilets. The kindergarten children then must walk down the hall some distance to these toilets which are situated close to and across from the principal's office. There are classrooms to be passed. Often the teachers have the doors of their classrooms open; therefore, our tiny charges must learn to be quiet in the hall.

A Serious Approach

We could obtain the necessary quietness in several ways. We might make a game of this trip and achieve a certain artificial silence with no real training value. If we are preparing the child for school life and for life generally, we want to develop self-control. Why not then use a serious approach to this problem? Someone has said, and rightly so, that the characteristic of childhood is seriousness. I believe we should respect this seriousness. Before the first trip down the hall, explain to the children the reasons why this trip must be taken, the privilege of being allowed to leave the room, the fact that noise disturbs, noise caused by tramping feet, loud talking, or whistling. Explain the difference between the freedom allowed in the hall and that of the kindergarten room. Speak of the children who are working in the classrooms and their need for quiet, of the principal and her need for quiet. After this take the children to see the children working in their rooms, and the principal working in her office so they will understand more of what "working" and "need for quiet" mean. Ask the children if they think they are big enough to take the responsibility for quiet feet, walking feet, and quiet voices. If there are some whom you see are not ready to accept this

responsibility, let them take care of their needs in the kindergarten. Let those whom you feel are ready go out through the hall. Make them feel that being ready to do so is a sign that they are ready to come to school, that they are no longer "babies." It is something for them to be proud of that they understand about the need for quiet.

Spiritual Motivation

In religion period children will love to hear that each of their own guardian angels is glad to see that the child he loves is growing in this matter of self-control. God the Father, knowing this child that He has made, knowing that this child is now old enough to understand about being responsible for himself, is pleased to see him walking down the hall like the big boy or girl that he or she is. Mother and daddy at home will be glad to know that now their Judy or John knows how to help the other children in school and the workers in the office to carry on as they should.

Each day before the classroom door is opened and the children start out, the teacher must remind them of this control. If a child forgets deliberately, the privilege of going with the group must be taken away until the child shows that he is willing to try to cooperate in this matter of quietness.

When children report on each other it is well to observe the child reported on but to remind the one reporting, "The important thing for you to remember is to take care of your own quietness. It is too bad if John is not helping, but are you?"

Reasonable Sanctions

If after some training in this control there are slips by several in the group or even by one for that matter, let those who have failed feel the seriousness of the slip. Take these offenders to the people they have disturbed. Ask those disturbed "Did you hear the noisy voices, or the noisy feet in the hall just now?" Then see if the children know what they should say about it. Recently this happened to some

by the door. Standing there gives me an opportunity to check on how well each child is dressed against the weather. I can remind each one to take home his or her work—an apron to be washed, or a receipt which mother will want to have. It is a chance to comment on the work of the day, "That was a nice job of building that you did today; tomorrow I wish you would show me what you can do with finger paint, or clay, or brushes." "You did such a nice job of taking care of your voice today when you were building that you may plan on having a turn soon if you like."

A Supplement to the Home

If kindergarten is to supplement the home, and this is the only real justification for kindergarten, it should train children for responsibility. Father Vann in his book *Awake In Heaven*, in the chapter, "What Is Education?" says, "Today it is better realized that discipline both inside and outside the classroom can be something which the young can rationally accept and creatively establish. . . . A school as a whole can be induced to see the necessity of regulation in general as the condition of an orderly and happy family life, and can, to some extent, be invited to share in the order . . . so that the young can learn to obey; for obedience is the act of a free man, not an automaton; an act of choice, not of submission to a superior force or to fear. As they grow older they may take a responsible part in government; and so they learn to be citizens. . . . The Catholic school must resemble the family because it must be a part of the life of the Church, which is not a state but a family. Education concerns body, mind, and will, not in isolation but in unity. Because its aim is the growth of personality, the will has to be trained to obey and to rule, to be humble and creative, to serve the family and to act with independent initiative. When the child has learned and is learning these things, he has learned and is learning to know and love and serve God, and that is the end of education."

An Action Poem

Yvonne Altmann*

Moon

See the moon shining so bright:
It has a yellow light.
It shines and shines and shines and shines
All through the night.
[Hold hands or hand like moon.]

The Train

See the train the big long train
Choo choo the choo choo train.
Watch the wheels the big round wheels
Round round the choo choo train.
Hear the bell the great big bell
Ding dong the choo choo train.
"All aboard," the conductor calls
Choo choo the choo choo train.
[Most children like motions with poems.
Be a train.]

*Kindergarten Director, Oshkosh, Wis.

TEACHING DEVICES

Sister M. John Berchmans, B.V.M.*

Spelling may be made interesting in many ways. For the first semester, a ladder is drawn on the blackboard, with as many rounds as there are words in this week's lesson. On Monday morning a word is written on each round, and they remain there before the children for the entire week. Drawn at the top of a ladder is a Castle. At the bottom is a wee house called "the hospital." On Friday there is a review of spelling, and any child who can come to the front of the room, and spell every word of the lesson enters the castle. If he misses one word, he falls and breaks his arm, and has to go to the hospital. This is done by writing his number in the little house at the foot of the ladder. (The pupils are numbered.) It is amusing to hear the children who are studying their spelling in the evening tell their parents that they "are trying to keep out of the hospital."

For the second semester, the teacher has cut for each pupil a small stocking of bright red construction paper, each one bearing a child's name, typed on a narrow strip of white paper and pasted at the top of the stocking. The stockings are suspended from one strip of Scotch tape which is also pasted along the top of the blackboard frame. These are make-believe, rare, expensive nylon hose. Of course no one wants to have a hole in his stocking, but if any child misses the spelling of a word in the weekly review on Friday, he gets a hole in his stocking which the teacher puts there by means of a punch. Every child tries to avoid a hole in his stocking.

Foster Words

Similarly, the ready recognition and reading of words can be made attractive. For quite some time now, especially since the war, we hear much of "foster" children—children who have no family, or do not live with their family. Using this working knowledge of "foster" children, we apply it to words that do not belong to any family. For instance, *man* belongs to the *an* family; *sit* belongs to the *it* family; and so on. But there are many words introduced in third grade that belong to no family. They must be recognized at sight and memorized. To this end it is a good idea to select such words as *this*, *that*, *these*, *those*, *thus*, *although*, *through*, *though*, *until*, *suddenly*, *from*, *therefore*, *saw*, *was*, *their*, *here*, *there*. Write them in a pretty shade of yellow chalk in two or three rows at the very top of the blackboard, or some place where they need not be erased. It may be explained to the children that these words do not belong to any family and are, therefore, "foster" children, and it would be a nice thing to feed them every day; that is, look carefully at each word and pronounce it, once or twice around the line. The children enjoy the idea

of helping others, and deciding what kind of jelly to put on the bread fed each day to the "foster" children as they pronounce them. I recall an instance where a teacher, who had established this custom, omitted it. About 11 o'clock one youngster tiptoed to the teacher's desk and whispered, "Sister, we had our milk but the *foster* children did not have anything."

The practice of pronouncing these odd words daily gives the children a readiness to recognize in script the same words that they have had in print in the reader or speller; quick recognition prevents them from thinking odd words difficult, avoids guessing, and feeding orphans is a very fine way to teach unselfishness or thought for others.

Toothpicks

Often for busy work each child has a box of letters which he uses to build words. In the box, it is useful also to keep a little packet of toothpicks, held together by a rubber band. They are frequently used in teaching addition and subtraction, but are even more effective in introducing division with multiplication. For instance, if the problem is "What is 3×2 ?" each child couples off on his desk three groups of two. In counting, he sees that he has used six toothpicks; therefore, $3 \times 2 = 6$. Now putting all these 6 together, he is asked, "What is $6 \div 2$?" and again setting out groups of 2 each, he finds that he has 3 groups; therefore, $6 \div 2 = 3$.

Arithmetic Stories

We know that drill and repetition in different forms serve to impress facts more deeply on the mind. By the time the children have a fair working knowledge of the multiplication and division of digits, they have also begun cursive writing and these two may be combined. After a teacher has told a little story, and talked about stories, had the children discuss stories, she probably will ask them if they would like to write a story. Next, she gives an explanation of the words *author* and *chapter*. They have already learned the lower Roman numerals. Combining penmanship, spelling, arithmetic, and English, a child may be told to write the story of 4×2 , 3×5 , etc. This is what may be produced:

Story

Chapter I, $4 \times 2 = 8$
Chapter II, $2 \times 4 = 8$
Chapter III, $8 \div 4 = 2$
Chapter IV, $8 \div 2 = 4$

Author, James Riley

Story

Chapter I, $3 \times 5 = 15$
Chapter II, $5 \times 3 = 15$
Chapter III, $15 \div 3 = 5$
Chapter IV, $15 \div 5 = 3$

Author, Patricia Jones

They love to sign their own name after the word "author."

*300 North Main St., Tucson, Ariz.

The Fabric of the School

Are You Planning to Build?

We must have a new school building. How can we get the most for our money? What must we do to assist the architect in planning? These are only a few of very many questions that the average person cannot answer. St. Joseph's College, Collegeville, Ind., has assumed the responsibility of sponsoring an annual conference and exposition on buildings for Catholic institutions. The second conference was held at the Stevens Hotel in Chicago, June 14-16. Here are thoughts gathered from the principal addresses.

Functional Design, Key to Economy and Utility in Catholic Architecture

Thomas Hall Locraft, Ph.D., A.I.A., associate professor of architectural design at Catholic University, Washington, D. C.

There is vital need for co-operation between owner and architect, particularly in the definition of the program. No amount of economizing in materials, no painstaking care in supervision, can make up for errors in fundamental design.

Administrators should give this information to the architect at the outset of the program: what purpose will the building serve, brief history of plant, plans for future development, complete survey, precise knowledge of topography, site restriction, availability of utilities, how ground slopes, what happens below surface, what buildings exist and what may be foreseen, trees worth preserving, connections for sewer, water, and gas, where sun rises and sets, where prevailing winds blow in winter and summer, range of temperature, rainfall, permissible occupancy and building height, setback restrictions, desirable outlook from site, availability of transportation, and the character and trend of neighborhood development.

Cost of construction is one of three mutually dependent factors: quantity, quality, and cost. If any one is absolute that fact should be made known. Experience and prudence will indicate that quality is less flexible than you might believe. So-called temporary or expendable construction seldom retires at its expected life's end.

Should you have difficulty in formulating your program, enlist aid of the architect. If you have a building committee which will pass on your plans eventually, clarify your program with them as early as possible.

Imagination, judgment, and experience play important parts in a preliminary study of your building requirements; sufficient time and thought invested now will pay handsome dividends during construction and in years to come.

We are nearing the end of what has been known among architects as a battle of styles. We can trace through 6000 years of architec-

tural history and find a thread unbroken—the continual search to enclose more noble spaces with less cumbersome structure. Finally, at Beauvais in 1284, the thread broke. Stone was asked to do more than it could, piers crushed and the vault fell. We are now nearing the end of the period of "revivals" which have persisted for 600 years since Beauvais because we now have new structural means. With development of steel, and steel in combination with concrete, we can do what earlier courageous builders wanted to do.

What the Catholic Administrator Should Know About Building Materials

H. M. Lawrence, mining and material engineer for the American Standards Association, New York City

If money is to be wisely expended on a building program, it seems that an acquaintanceship with standards in this field would be indispensable.

Remember safety, such as quoted in the report made in 1947 to the President's Conference on Fire Prevention: "The primary responsibility for the preservation of life and property rests with the owners and managers of the premises."

Safety factors and building materials must be viewed in the light of fire, high winds, earthquakes, and climate. Obtaining safety in buildings is, in most localities, the function of building codes.

Progress is being made in harmonizing different requirements of building codes. However, many problems are complex and cannot be solved overnight.

Modular co-ordination, a new standardization development, in cutting down cost of sawing timber, breaking bricks and blocks, and tinkering with doors and windows before various building components can be fitted together. This co-ordination between materials is carried out by means of a 4-in. unit called a module. The architect makes his designs on the basis of this 4-in. unit and multiples of it.

Seven hundred manufacturers are now producing building materials on the modular principle, which has saved as high as 25 per cent in man hours over usual methods of erecting small homes, for instance.

In closing, I emphasize that you (1) rely on your architect, and (2) wherever possible, make use of recognized standards in selecting building materials.

How to Work With Your Building Contractor for Greatest Economy

H. E. Forman, managing director, The Associated General Contractors of America, Inc.

Distinctive function of the general contractor is, succinctly, to assume full centralized responsibility for the delivery of a properly completed structure in accordance with the owner's specifications. The responsible general contractor, through his experienced organization, is pre-eminent in ordering, securing, assembling, and placing innumerable materials and devices required on the modern construction project.

Two ways to select a contractor: (1) by competition among a group of qualified general contractors equally acceptable with contract going to lowest bidder; or (2) selection on cost-plus-fee or percentage basis.

It is suggested that adequate price competition will be obtained from not more than six bidders, and that a greater number of bidders should not be invited without compensating each bidder for his services.

Separate contracts are viewed with disfavor among general contractors. However, if separate contracts should be used, it is important that specifications and drawings clearly determine elements of work so handled and the connection of the general contractor's work thereto.

The owner has a right to expect from the contractor: (1) a competitive bid representing careful study of job requirements; (2) furnishing a completion and performance bond if requested or provided for in specifications; (3) initiation of work when directed by architect or owner and diligent prosecution of work in strict accordance with plans and specifications; (4) taking out of insurance as may be specified, and offering proof of insurance to owner



St. Dominic's Villa on Mazzuchelli Heights, Dubuque, Iowa, new rest home and home for invalid Dominican Sisters. C. I. Krajewski is the architect.



This new library building at Villanova College, Villanova, Pa., was dedicated last April. It houses some 400,000 volumes accumulated during 106 years. The McGarrity collection of Irish-American literature was presented at the dedication.

upon demand; (5) following out of such instructions from architect and engineer in so far as they are consistent with plans and specifications; (6) making of changes ordered by architect or engineer in writing, change orders to be priced and contract price modified accordingly; furnishing materials of grade specified and expeditious performance of work; and (7) delivery of completed building within time specified, free from liens or claims.

His Eminence, Samuel Cardinal Stritch, archbishop of Chicago, awarded prizes to winners of the Small Mission Church Design Competition during the closing session of the convention.

The nationwide competition was launched by the convention organization to find the most practical design of a church to be built out of locally available materials in small towns. The winner is S. S. Granger, Glendale (Calif.) architect. Second is Joseph J. Sherer of Milwaukee while William J. Ruof of Notre Dame, Ind., is third.

Commenting upon the 171 entries in the contest, Cardinal Stritch praised competing architects and students for pointing the way to churches which can be artistically fine and yet within reasonable cost limits. He summarized current trends toward design of simpler buildings utilizing latest materials.

The Second National Catholic Building Convention and Exposition was sponsored by St. Joseph's College, Rensselaer, Ind., as a public service to Catholic administrators interested in building, remodeling, furnishing, and maintenance. The exposition presented exhibits by more than 100 manufacturers supplying the church building market.

THE CATHOLIC SCHOOL JOURNAL

Honorary Degrees in 1949

A survey of honorary degrees granted by Catholic colleges and universities during the year 1949 was made recently by *The Catholic School Journal*. The following list is the result.

California Loyola University, Los Angeles

LL.D. to RICHARD KEYS BIGGS, outstanding composer, director, and organist.

LL.D. to WILLARD WOODWARD KEITH, outstanding for his service to his native State of California and to the nation.

District of Columbia Georgetown University

LL.D. to THOMAS JOSEPH ROSS, of New York City, for singular services to ecclesiastical and civic welfare.

M.S. in social sciences to MARY VIRGINIA MERRICK, foundress of the Christ Child Society, "who has devoted her life to the assisting of poor and neglected children of every race and creed."

Litt.D. to JOHN LAFARGE, S.J., for eminence as a writer and for his labors in behalf of the oppressed.

LL.D. to LEONARD ANDREW SCHEELE, M.D., surgeon general of the U. S. Public Health Service—the youngest doctor ever appointed to that position.

LL.D. to DELFIN JARANILLA. Graduated in law from Georgetown in 1907, associate justice of the Supreme Court of the Philippines; judge advocate general of the army of the Philippines; after Pearl Harbor in the army of the U. S.; member of the International War Crimes Tribunal.

LL.D. to FRANCIS EDMUND LUCEY, S.J., of the faculty of Georgetown University School of Law, and also regent of the School of Law, for eminent service to the school and outstanding writings in the field of jurisprudence.

LL.D. to WILLARD LEON BEAULAC, who, in 1921, received from Georgetown University the first degree in Foreign Service ever conferred in this country. After a successful career in the U. S. diplomatic service, he is now U. S. Ambassador to Colombia.

Illinois

De Paul University, Chicago

LL.D. to VERY REV. ALOYSIUS J. PACHE, S.V.D., president of the Catholic University of Nagoya, Japan.

LL.D. to HON. ALBAN WILLIAM BARKLEY, vice-president of the United States.

LL.D. to SHERMAN J. SEXTON, president of John Sexton & Co.

Mus.D. to REV. CHARLES NICHOLAS METER, director of the Cardinal's Cathedral Choristers.

Rosary College, River Forest

LL.D. to MRS. MYRON TAYLOR, a servant of humanity who asked the Dominican Sisters to establish at her family villa in Florence, Italy, a college for women.

Loyola University, Chicago

LL.D. to MARTIN H. KENNELLY, Mayor of Chicago for his contribution to the welfare of the city.

Litt.D. to CARTER H. HARRISON, a former Mayor of Chicago for public service.

(Continued on page 46A)

New Books of Value to Teachers

Interpreting the Sunday Mass

By William R. Bonniwell, O.P. Cloth, 141 pp., \$2.25. P. J. Kenedy & Sons, New York 8, N. Y.

This book is an explanation, not of the sacrifice of the Mass, but of the ceremonies and prayers of the Mass. The explanations are developed by outlining the origin and development of each variable part of the Mass and of discussing its present meaning. The book wisely limits itself to the Sunday Masses as typical of both the sacerdotal and ferial cycles. The book is ideal reading for the layman who uses a Missal and who is curious to learn how the beauties and the peculiarities of the Roman rite came to be. It is a little difficult to follow the author in his classification of certain Masses as ordinary and others as masterpieces, but it is distinctly helpful to understand the reasons for some of the abrupt transitions of the earlier and the essential parts, the brevity of the Post Communion prayers, etc. The book will be a useful aid for teachers and students of the liturgy.

The Philosophy of Existence

By Gabriel Marcel. Cloth, 104 pp., \$2.75. Philosophical Library, New York, N. Y.

This book is an explanation and criticism of existentialist philosophy from the Christian standpoint.

Teaching Posture and Body Mechanics

By Ellen Davis Kelly. Cloth, 216 pp., \$3.75. A. S. Barnes & Co., Inc., New York 3, N. Y.

This manual, addressed to teachers and school hygienists, outlines the mechanics of good posture in children and recommends teaching procedures, furniture adjustments, and corrective measures.

Our Industrial Age

By H. M. Bodish. Cloth, 400 pp., \$2.60. McGraw-Hill Book Co., New York, N. Y.

This book for high school classes, surveys the social problems of our present economic society. Part I describes the main economic activities of the people of the United States and provides accurate information on present methods of large scale production, the monetary and banking system, transportation, and communication. Part II discusses the present situation of labor relations, business cycles, the cost of government, methods of taxation, and the rights and problems of the consumer. The final division of the book takes up the legal and social safeguards which are currently being developed to improve the security of the average man and to raise economic conditions and the happiness of the individual American and of the country as a whole.

The book is fair in its presentation of current problems and controversies but the approach is largely historical and legal. It seems to lack a central conception of the nature and destiny of man and his true happiness. It emphasizes the material aspects so completely that all spiritual aspects are overlooked.

Secretarial Office Practice

By F. W. Loso and Peter L. Agnew. Cloth, 542 pp. South-Western Publishing Co., Cincinnati, Ohio.

This is the fourth edition of a widely used, comprehensive handbook. While it is planned for desk use, it will serve as a text.

Reading in Modern Education

By Paul Witty. Cloth, 335 pp., \$3.50. D. C. Heath & Co., Boston, Mass.

This text addressed to teachers of reading in elementary and secondary schools, approaches the problem of developing reading skills and interests in children as a means of personal and cultural development. The subject is approached from the psychological and developmental standpoints, and

the corrective problems are touched upon only as they may be solved by the general teachers. The Catholic teacher will examine the recommended lists of books and magazines with some critical reservations.

Family Housing

By Deane G. Carter and Keith H. Hinchcliff. Cloth, 265 pp., \$4. John Wiley & Sons, New York, N. Y.

This college text is intended to provide an overview of the problems of planning, building, and financing a home for the middle class and lower income American family. The successive chapters suggest an approach to planning each of the living, sleeping, and work areas and to the combining of the several rooms into an attractive, livable, yet economical whole. Additional chapters take up structural materials, costs and material quantities, special types of houses, remodeling, etc. The book is well suited for the future family head, and the teacher of home economics.

Modern-School Solid Geometry

New Edition. By Rolland R. Smith and John R. Clark. Cloth, 256 pp., \$1.76. World Book Co., Yonkers 5, N. Y.

This is a completely revised edition of a book which has been popular during the past ten years. The experiences of teachers who have used the work have been applied particularly to improved materials for developing skill in computation and for helping students see relationships in subjects. Ample review tests and exercises for maintaining skill, lists of axioms, and a syllabus of propositions are included.

Instructional Tests in Algebra

By Raleigh Schorling. Paper, 88 pp., 40 cents. World Book Co., Yonkers-on-Hudson, N. Y.

This collection of tests provides a standard of achievement and should be valuable in saving the teacher the effort and time of developing his own tests. The material is prepared for students of varying levels of ability and provides facts that will help in reteaching the subject.

Trigonometry for Secondary Schools

By Charles H. Butler and F. Lynwood Wren. Cloth, 367 pp., \$2.60. D. C. Heath & Co., Boston, Mass.

This text for high school is simple and direct, but mathematically correct, and complete in the presentation of principles and their application to shop practice and surveying. Problems for study and test are extensive.

Geography in the High School

Compiled by H. O. Lathrop, Elizabeth S. Litchton, and Zoe A. Thralls. \$3.50. McKnight & McKnight, Bloomington, Ill.

This collection of professional articles on the teaching of high school geography, taken from the *Journal of Geography*, takes up: (1) the immediate purposes and values of geography, (2) general techniques of teaching various phases of the subject, (3) the teaching of economic geography, (4) global geography, (5) political aspects of the subject, (6) conservation, (7) meteorology, (8) community geography. The book provides a fine refresher course and suggests numerous approaches and devices which are new.

Visualized Civics

By C. E. Perry, W. E. Buckley, and Rev. C. G. McAleer. Paper, 94 cents. Oxford Book Co., New York, N. Y.

This is the Catholic edition of a comprehensive high school text of the explanatory and descriptive type. Each chapter includes a review of the main topics, a series of questions, and information to help develop an understanding of underlying principles and to stimulate discussion and modern texts for private use.

Midnight Patriot

By Emma L. Patterson. Cloth, 304 pp., \$2.75. Longmans, Green & Co., New York, N. Y.

This is the story of a young American who concealed his colonial sympathies to act as a spy during the stirring battles in and around Peekskill. In keeping up the appearance of a loyalist he resorts on occasion to more than mental reservations.

Radio-Replies Apologetics

The Radio Replies Press, St. Paul, Minn., has recently printed the following apologetic pamphlets: "The Presbyterians" by Fr. L. Rumble; "God Bless Our Home" by Rev. George H. Mahowald, S.J.; "The Holy Rosary," by Rev. Lawrence G. Lovasik, S.V.D.; "The Congregationalists," by Fr. L. Rumble; "The Rosecrucians" by Fr. L. Rumble; and "Heart Talks on the Parables" by Rev. Lawrence G. Lovasik, S.V.D.

Let's Read About Brazil

By Stella Burke May. Quarto, cloth, 120 pp., \$2.95. The Fideler Company, Grand Rapids, Mich.

This book recounts the history of South America's largest country, and describes its cities, its Amazon River area, its industries and agriculture, and its social life. The pen-and-ink illustrations and the photographs are of unusual excellence.

Prairie Printer

By Marjorie Medary. Cloth, 106 pp., \$2.75. Longmans, Green & Co., New York, N. Y.

This is the story of Tom Kenyon, young printer, who traveled from Ohio to Iowa and became one of the earliest newspaper editors. The tale is full of wholesome adventure and, based as it is on the reminiscences of a pioneer editor and publisher and on early newspaper files, conveys a sense of reality and historic correctness not found in the average adolescent fiction. We need more books of this kind to make our young people familiar with the social, economic, and cultural beginnings of our great regions.

Radar Primer

By J. L. Hornung. Cloth, 224 pp., \$2.80. McGraw-Hill Book Co., New York 18, N. Y.

Boys with even the slightest imagination will enjoy this simple explanation of the principles, devices, and uses of radar. The illustrations are complete and clear.

Land of Miracles: Sainte Anne de Beaupre, 1927-1947

By Eugene Lefebvre, C.Ss.R. Paper, 210 pp. St. Alphonsus Book Shop, Sainte Anne de Beaupre, Canada.

This book discusses the nature of miracles and the authenticity of miraculous cures at the Shrine of St. Anne de Beaupre. The remainder of the book describes a series of authenticated cures on the basis of the testimony of the patients, of physicians, and of competent witnesses. The book is characterized by a remarkable matter-of-fact point of view.

Bible Days

By Meindert DeLong. Cloth, 80 pp., \$2.95. The Fideler Company, Grand Rapids, Mich.

Social life in the Bible lands at about the time of Christ. Lacks the imprimatur.

Knight of Our Lady, Queen of the Skies

Paper, 97 pp., 15 cents. Fathers Rumble & Carte, St. Paul 1, Minn.

The story of Sergeant Leo E. Lovasik, who proved in his life that a soldier may become a saint.

(Continued on page 54A)

Audio-Visual Aids: A Cooperative Service

Evaluation of Audio-Visual Aids

George E. Vander Beke, Ph.D.,* Compiler

THE following evaluations are the judgments of teachers forming a National Committee sponsored by THE CATHOLIC SCHOOL JOURNAL. It is hoped that this service will provide the Catholic schools with a list of suitable materials in the field of audio-visual educational aids. These appraisals are the findings of the teachers reporting them and it is assumed that the ratings given are influenced by subjective factors found in any rating system. The use of the P (poor) rating will be subject to review by the compiler of these evaluations.

G. Kitty Cleans Up

16mm. Sound. 10 minutes. Young America Films, 18 East 41st St., New York 17, N. Y. Sale \$40. Rental \$1.50. Black and White.

Contents. A film for the kindergarten-primary grade level. It tells the story of Helen and her pet cat, in which the actions of the cat parallel many of the things Helen does in bathing, dressing, and eating as she arises in the morning and gets ready for school.

Appraisal. A well planned movie.

Utilization. In reading readiness exercises revolving around health habits. Many children have pets they want to tell about.

G. We Make Butter

16mm. Sound. 10 minutes. Young America Films, 18 East 41st St., New York 17, N. Y. Sale \$40. Rental \$1.50. Black and White.

Contents. Dick and Jane visit Cousin Bill's farm, where the three youngsters learn from Aunt Ruth how butter is made. Each of the three children, with his own jar of milk, makes butter under Ruth's supervision.

Appraisal. An interesting story with rhythmic music for young children.

Utilization. In kindergarten-primary grade levels. City schools will welcome this film for the motivation of oral expression and as a lesson on rural life.

G. Water Works for Us

16mm. Sound. 11 minutes. Young America Films, 18 East 41st St., New York 17, N. Y. Sale \$40. Rental \$1.50. Black and White.

Contents. This film explores the many ways in which water works for us in everyday life. It explains the principle of water pressure and its application to the city water system. Illustrates water at work as a liquid, as steam, and as ice, and points out many everyday applications in and around the home.

Appraisal. A good presentation of an important subject.

Utilization. In the elementary grades. The movie will give the students a general knowledge of the utilization of water without complicated laboratory apparatus. A good preparation for general science classes.

G. What Makes a Desert?

16mm. Sound. 11 minutes. Young America Films, 18 East 41st St., New York 17, N. Y. Sale \$40. Rental \$1.50. Black and White.

Contents. This film explains the various geographical and climatic factors that create a desert, illustrating them by photography and animation.

The explanation is made with particular reference to the desert areas of the Southwestern United States.

Appraisal. A good combination of drawings, graphs, and photography.

Utilization. In the elementary grades. Another instance where an audio-visual aid is the best teaching device available to develop a certain knowledge for our pupils. Even a visit to a desert, the building of a sand-table model, or a papier-mâché reproduction could not show the influence of the various factors in making a desert as the movie does.

G. People Are People Series

35mm. Film strips. Series of six films. Young America Films, 18 East 41st Street, New York 17, N. Y. Sale, 6 strips \$16.50. One film \$3.50. Teacher's Guide. Black and White.

Contents. A series of six 35mm. film strips showing the daily life of twelve rural families in twelve different countries: United States, England, Africa, China, Mexico, Japan, Palestine, Egypt, Czechoslovakia, France, Germany, and Italy. Or-

THE RATING CODE

(X) An excellent device, closely related to teaching needs, one that will be continually useful.

(G) A good device, one that may be used, but generally supplementary in nature.

(P) A poor device, one that would have little or no value in teaching. Distorted facts are included.

The Committee will not approve any films dealing with faith, morals, or religion which have not been approved by the proper ecclesiastical authorities at the time of production.

ganized around the themes of food, shelter, education, religion, play, etc. Designed to show that people all over the world meet and solve the same basic problems of living, that "people are people the world over."

Part I (44 frames). The 12 families, How They Farm. Their Food.

Part II (30 frames). How They Shop. Their Kitchens.

Part III (30 frames). How They Bathe. At Bedtime.

Part IV (30 frames). How They Play. Their Laundry.

Part V (30 frames). How They Get Around. How They Worship.

Part VI (30 frames). How They Study. At Home.

Appraisal. A fine idea behind this theme of showing 12 different families in 12 different countries doing the same thing.

Utilization. These strips are for the junior and senior high school level. They should be used as a basis for discussion in language arts, geography, history, and social studies groups. Do not blindly accept all the items shown in the frames. Develop the critical attitude of your students.

X. Pay to the Order of . . .

16mm. Sound. 11½ minutes. American Bankers' Association, 12 East 36th Street, New York 16, N. Y., or your local bank. Free. Black and White.

Contents. It shows how to write and endorse checks, explains the steps in the travels of a typical check before payment is completed, and tells the four reasons for using checks.

Appraisal. An excellent film. The first of a series each showing an important phase of banking, including savings, loans, general operations in a bank, transferring of funds, and other services which banks render individuals.

Utilization. In junior and senior high school classes dealing with mathematics and economics. The film is specifically designed for use in connection with a teacher's manual and will be most effective when used as any movie should be shown, that is, with a brief orientation by the teacher preceding the showing and a discussion period, during which actual examples will be worked out by the class, following the picture. In other words, you are showing this film because there is a need felt for it at this time and it will be the best device for the purpose in mind.

G. Girls in White

16mm. Sound. R.K.O. Radio Pictures, 1270 Avenue of the Americas, New York, N. Y. Available only under a 3-year license agreement. For rental see your local dealer or nearest educational film library.

Contents. The story of the nursing profession. Betty Burns goes through the various steps which will qualify her for a new and exciting life. In school, Betty studies hard, but she has time to relax, too. After she has finished her basic training, she enters clinical work. In surgery, she shows the benefit of her intensive training. Her hands are the links between the instruments and the surgeon's skill. She graduates and chooses to work with children while others of her classmates choose the army, private nursing, or office work as doctor's assistants.

Appraisal. A glamor film of the nursing profession. Perhaps this is needed to stimulate enrollments in nursing schools.

Utilization. In high schools for the purpose of vocational guidance. This showing should be followed by a frank discussion of the daily life of the nurses. Also the opportunities for unselfish service to humanity.

X. Making Electricity

16mm. Sound. 11 minutes. Encyclopaedia Britannica Films. Wilmette, Ill. Sale \$45. Rental available. Black and White.

Contents. The film explains how a small hand-powered generator may be constructed, and shows how it operates. It then illustrates how the same principles apply in generating electricity at a large hydro-electric plant. In its final scenes the film shows how electricity is carried over power lines to the consumer.

Appraisal. A fine movie. Animated drawings illustrate how different parts of a generator operate and how they are connected to the source of power, which in the film is lake water stored behind a high dam.

Utilization. In the middle and upper grades classes in science.

G. Law and Social Control

16mm. Sound. 11 minutes. Coronet Films. Coronet Bldg., Chicago 1, Ill. Sale, Color \$90; Black and White \$45. Rental available.

Contents. The three broad areas of social control are established: customs, moral codes, laws. Then some of the levels of law are explained: local, state, national, etc.

Appraisal. The film uses illustrations understood by the students. A good device to provoke discussion.

Utilization. In high schools and colleges. Show how the natural law is the basic principle of all areas of social control.



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buy in audio-visual equipment**

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Catholic Education News

REQUIESCANT IN PACE

• SIGRID UNSET, 67, Norwegian convert novelist, in Lillehammer, Norway, on June 10. Prominent in the resistance movement until the fall of Norway, she was forced into exile in America when Hitler's troops conquered her land. Her most famous works are her medieval romances, *Kristin Lavransdatter* and *The Master of Hestviken*. Winner of the Nobel Prize, she is without doubt one of the truly great novelists of this or any other time.

• MOTHER MARRINA MELNYCHUK, O.S.B.M., foundress and superior of the Sisters of the Order of St. Basil the Great in the Pittsburgh Byzantine Slovanic Rites Diocese, in Uniontown, Pa., on May 8.

• REV. JAMES A. KLEIST, S.J., in St. Louis, Mo., at the age of 76. Professor of classical languages at St. Louis University, founder and editor, from 1923 to 1945, of the *Classical Bulletin*, Father Kleist was well known for his books on Latin style and composition and Greek grammar. Internationally known as a scholar of Koine or common Greek, the language of the New Testament and the Apostolic Fathers, he had recently translated some of the earlier post-biblical works.

• MSGR. JOHN MONTGOMERY COOPER, 67, in Washington, D. C., of a heart attack. Professor of anthropology at the Catholic University of America, Msgr. Cooper was recognized as an authority in his field. He was a fellow of the American Association for the Advancement of Science, a member of the Washington Academy of Science and the American Folklore Society, and president of the American Anthropological Association. He was awarded the Mendel Medal for 1939, and in 1946 became an honorary member of the American Social Hygiene Association.

• REV. J. HUGH DIMAN, O.S.B., 85, converted episcopal minister, at the Benedictine Priory he founded in Portsmouth, R. I. He had received an Apostolic Blessing from Pope Pius the day before his death.

• REV. JOHN FRANCIS BYRNE, C.S.S.R., authority on American Church history, at Saratoga Springs, N. Y., on June 2. His published works include *Redemptorist Centenaries*, commemorating his Order's 200th anniversary, and numerous articles in various publications.

• BROTHER ALFRED, F.S.C., founder of St. Joseph's College at the University of Alberta, De La Salle College and the Christian Brothers House of Studies, both in Toronto, in Toronto, Ont., at the age of 74. Historian as well as educator, he wrote *Catholic Pioneers in Upper Canada*, an important contribution to a rather neglected phase of Canadian history.

• REV. BROTHER URBAN, F.S.C., 68, Provincial of the English-Canadian Province from 1930 to 1936, at St. John's Training School in Toronto.

• REV. EUGENE CHABOT, S.J., professor of philosophy and dean of studies in four Canadian Jesuit Colleges, at the age of 53 in Montreal, after a long illness.

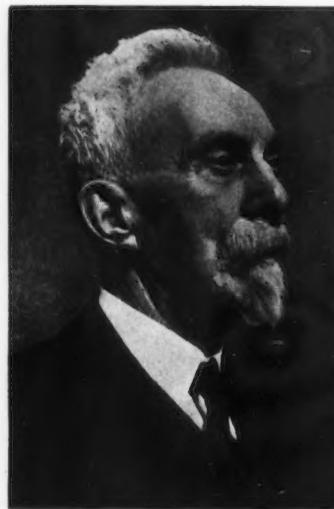
• MOTHER M. JOAN, O.S.F.—the first Franciscan Sister to teach in the Diocese of St. Augustine, first principal and first Superior of St. Paul's School and Convent—in St. Petersburg, Florida.

• REV. JOSEPH J. PIERRON, 75, noted authority on Gregorian Chant, who had been associated with the Ratisbon school at the turn of the century, in Boys Town, Neb., where he had assisted with the music program after his retirement from active parish life.

WILLIAM GEORGE BRUCE DIES AT 93

William George Bruce, founder of The Bruce Publishing Company, died, August 13. He was 93 years old on March 17, 1949.

As a young man associated with a Milwaukee newspaper and a member of the board of education in his home city, Mr. Bruce, in 1891, founded the *American School Board Journal*—



William George Bruce, K.S.G., founder of the Bruce Publishing Co., died, August 13, 1949.

the pioneer journal for school administrators. This was the beginning of The Bruce Publishing Company, which celebrated its fiftieth anniversary in 1941. In 1929 the company purchased THE CATHOLIC SCHOOL JOURNAL from its original owners, the Desmond Publishing Company.

William George Bruce was widely known for outstanding service to Church and State. He was president emeritus of the Milwaukee Archdiocesan Union of Holy Name Societies. In 1921, Pope Benedict XV conferred upon him the cross of knighthood of St. Gregory the Great. In 1947 the national office of the Holy Name Society awarded him its Vercelli Medal for outstanding Catholic service, and in the same year he received the Laetare Medal from the University of Notre Dame.

• REV. NICHOLAS H. GAMBERT, S.J., 52, assistant treasurer of the New York Province of the Society of Jesus, at Kohlmann Hall in New York, of a heart attack and cerebral hemorrhage.

• REV. JOSEPH A. DALY, PH.D., 50, former executive secretary of the Legion of Decency, in New York. He had discussed the Catholic attitude toward important questions in periodicals and over the air on Paulist station WLWL, the Catholic Hour, and the Church of the Air. He had served, also, as Catholic advisor to both CBS and NBC.

• REV. LOUIS MARTIN CHERAY, S.S.E., 69, one of the founders of St. Michael's College in Vermont and procurator general of the Society of St. Edmund, last spring in Winooski Park, Vt.

• MOTHER M. VINCENTIA, C.S.C., 82, well known educator and from 1931 to 1943 superior general of the Sisters of the Holy Cross, in her order's mother house at St. Mary's College, South Bend, Ind.

• REV. JOHN E. GRATAN, S.J., 54, St. Francis Hospital in New York, on August 1. Ordained in

1926, he became a secretary in 1930, for the American Assistancy at the Curia of the Society of Jesus in Rome. In 1934 he was appointed dean of the College of Arts and Sciences at Georgetown University, which position he filled for eight years. In 1944 he was vice-president and regent of St. Peter's College, Jersey City, and at the time of his death he was president of Regis and Loyola High Schools in New York.

AD MULTOS ANNOS Golden Jubilee

BROTHER WILLIAM B. CORNELIA, who founded Iona College in New Rochelle, N. Y., and was for six years its president, and BROTHER PATRICK B. DOYLE, professor of Latin at Iona, both Brothers of the Christian Schools from Ireland.

REV. JAMES MALACHY MURRAY, C.M., associated with De Paul University for 43 of its 50 years and a member of its first faculty. The school and the priest celebrated their jubilee together.

REV. MOTHER SAINTE JEANNE DE VALOIS, provincial superior of the French Order of the Presentation of Mary in the United States and foundress of Rivier College, in Nashua, N. H.

SISTER ST. MAGDALEN of the Sacred Heart and SISTER ST. MAGDALEN CALLISTA, in the Convent of Our Lady of Charity of the Good Shepherd, in Chicago.

Silver Jubilee

SISTER M. SIENNA JANSING and SISTER M. COLUMBAN O'RIORDAN, at the mother house of the Sisters of Loretto in Louisville, Ky.

SISTER MARY REGINALD, M.M., at Crichton House, near Maryknoll, N. Y. A missionary for seventeen years in Hong Kong, Sister was interned by the Japanese after the beginning of the war, until her repatriation on the Gripsholm in 1942.

HONORS AND APPOINTMENTS

Catholic University Professor Now Archbishop

MSCR. FRANCESCO LARDONE, director of studies for the ecclesiastical schools of the Catholic University of America, has been consecrated Titular Archbishop of Rhizaeum and named Apostolic Nuncio to Haiti and San Domingo. Archbishop Lardone was an assistant editor of *Osservatore Romano*, the Vatican City newspaper from 1920 to 1923. Since 1924, he has been professor of Roman law on the faculty of the Catholic University.

Irish University Honors Archbishop

The National University of Ireland conferred an honorary Doctorate of Science upon ARCHBISHOP VACHON of Ottawa during his stay in Ireland after his *ad limina* visit to Rome. The Archbishop is a member of the *Societe Chemique de France*, a Fellow of the Canadian Institute of Chemistry, and a director of the Canadian National Research Council. He has published several books on chemistry, mineralogy, and geology.

Seminary Professor Becomes Bishop

BISHOP JOHN B. GRELLINGER, the new auxiliary bishop of Green Bay, Wis., was for a number of years a professor of philosophy at St. Francis Seminary, Milwaukee. Bishop Grellinger received his doctorate in sacred theology from the North American College in Rome in 1930. Later he received the degree of Mag. Ph. Agg. from the Gregorian University. His first assignment was as assistant to Father Hengell, at the State University Chapel in Madison, Wis.

Art Exhibit by Franciscan Nun

The July art exhibit of the Chicago Public Library featured paintings, sculpture, metal, and relief work by SISTER MARY THOMASITA, O.S.F., director of San Damiano Art Studio at Cardinal (Continued on page 22A)

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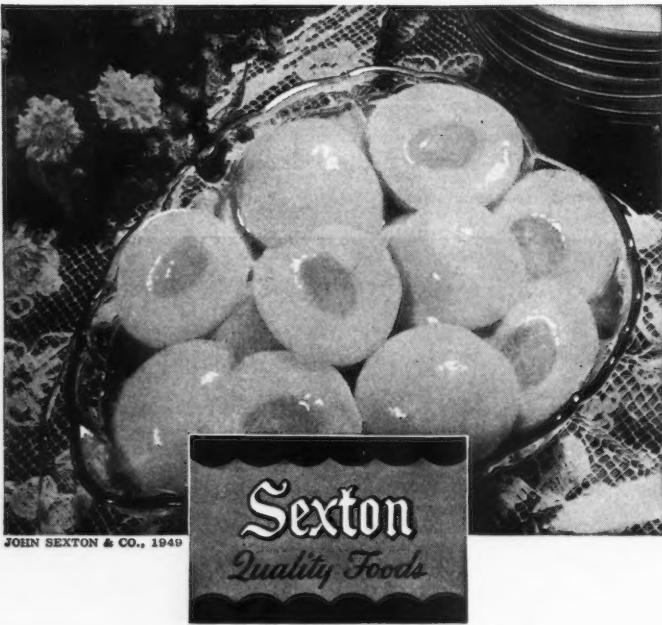
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Catholic Education News

(Continued from page 20A)

Stritch College, Milwaukee. Free standing figures of Stations of the Cross, plaques of the Mysteries of the Rosary, several crucifixes, and a Last Supper Group were included. Refusing to follow patterns standard since the Renaissance or borrowed from the Middle Ages, Sister Thomasita, described in *Liturgical Arts* as an artist "who is using today's language to express Christian truth in art," has won recognition as one of the finest artists in the Liturgical Movement.

Medal to Negro Catechist

For her work in instructing and assisting the members of her race, MISS ELEANOR FIGARO, a

Negro, was awarded the Papal medal *Pro Ecclesia et Pontifice*. It was given to her at ceremonies in Sacred Heart of Jesus Church, Lake Charles, La., by Most Rev. Jules B. Jeanmarie, Bishop of Lafayette.

St. Thomas Professors Awarded Grant

The Research Corporation of New York has awarded DR. WILLIAM J. TOMSICEK, chairman of the division of science and mathematics and WILLIAM D. LARSON, professor of chemistry, both of St. Thomas College, St. Paul, Minn., a grant of \$1,845 for polarographic research.

Franciscan Provincial

VERY REV. THOMAS PLASSMANN, O.F.M., president of St. Bonaventure College, Olean, N. Y., for the past twenty-nine years was elected provincial of the Holy Name Province of the Order of Friars Minor during the tri-annual meeting in Callicoon, N. Y., of definitors and guardians

of the Province's friaries. The province includes about fifty friaries on the Eastern Seaboard, in Florida, Colorado, Brazil, and China. Father Plassmann has also been president of the Association of Colleges and Universities of New York State; a member of the Regents Council of New York State; a life member of the advisory board of the National Catholic Educational Association; president of the Franciscan Educational Conference; consultor for the Catholic Biblical Association of America, and a member of the editorial board for the revision of the Douay Bible. His most recent honor is membership in the Gallery of Living Catholic Authors.

Diocesan Superintendent Honored

REV. EDMUND J. GOEBEL, who has been superintendent of schools for the Archdiocese of Milwaukee since 1937, has been appointed a Private Chamberlain by His Holiness, Pope Pius XII with the title Very Reverend Monsignor.

Msgr. Goebel, a native of Wisconsin, was ordained in 1924. At one time he was a teacher at Pio Nono High School, Milwaukee. In 1929, he became the first resident principal of Messmer High School. Later he received his Ph.D. from the Catholic University of America, and, in 1937, he was appointed archdiocesan superintendent of schools. He is also chaplain of the Convent of the Sorrows of the Mother in Milwaukee, chaplain of the Archdiocesan League of Home and School Associations, adviser to the Wisconsin Conference of Catholic Hospitals, and spiritual director of the Archdiocesan Council of Catholic Nurses.



Very Rev. Msgr. E. J. Goebel, Ph.D.,
Diocesan Supt., Milwaukee New
Papal Chamberlain

Awarded Fidelitas Medal

First recipient of the Fidelitas Medal, awarded by SS. Cyril and Methodius Seminary in Orchard Lake, Mich., for "faithfulness in serving God and country through the realization of the religious and cultural ideals of our forefathers," is Msgr. LUCIAN BOJNOWSKI, and 82-year-old alumnus who is pastor of Sacred Heart of Jesus Church, New Britain, Conn. Since his appointment to the parish shortly after his ordination he has achieved a parochial school for Polish-speaking children, a 5000-volume lending library, a co-operative of Polish businessmen, a home and a vocational school for orphans, a new stone church, the *Catholic Leader* — a Polish-language weekly, a home for the aged, a summer camp for girls, two hospices in New York for Polish immigrants, the Polish Bank of New Britain, and a new community of teaching nuns — the Congregation of the Daughters of Mary of the Immaculate Conception. In recognition of his remarkable work, Pope Pius XII elevated him in 1944, to the dignity of a Domestic Prelate.

(Continued on page 24A)

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Catholic Education News

(Continued from page 22A)

University of Detroit Director

REV. ALLAN P. FARRELL, S.J., was appointed director of the University of Detroit graduate division last June. Father Farrell is a member of the Commission on Liberal Education of the Association of American Colleges and a contributing editor of *America*, of which he was at one time editor-in-chief. He serves also as Catholic co-chairman of the Religious Organizations Commission of the National Conference of Christians and Jews. REV. CHARLES E. SCHRADER, whom he succeeds, will continue as head of the history department.

President of Stonehill College

Recently appointed president of Stonehill College, opened last year in North Easton, Mass., is REV. FRANCIS J. BOLAND, C.S.C., head of the department of political science at Notre Dame.

After teaching economics at Notre Dame from 1924 to 1930, he became vice-president of St. Edward's University in Austin, Texas. He returned to Notre Dame in the fall of 1934 as prefect of discipline. He was dean of the College of Arts and Letters at Notre Dame from 1940 to 1943, when he enlisted as a chaplain in the Navy. He returned to Notre Dame after his discharge in 1947. He recently was given the permanent rank of Lieutenant Commander in the Naval Reserve.

New Marianist Inspector

BROTHER THEODORE J. HOEFFKEN, S.M., PH.D., is the new inspector of schools of the St. Louis Province of the Brothers of Mary.

Brother Theodore was born at Belleville, Ill., Dec. 26, 1904, and pronounced his first vows in the Society of Mary at Kirkwood, Mo., Aug. 15, 1922. Following his training at Maryhurst Normal, Kirkwood, he was assigned to teach at St. Mary's Academy, San Antonio, Texas. In 1929 he received the B.A. degree from St. Mary's University in San Antonio. He obtained his Ph.D. degree at the University of Fribourg, Switzerland, in 1937.

From 1937 to 1946 he was superior of the mother house at Kirkwood, Mo. For the past two years he has been principal of Central Catholic High School, San Antonio, Tex.

In May, 1949, Very Rev. Sylvester J. Juergens, superior general of the Society of Mary, appointed Brother Theodore to succeed Brother Eugene Paulin who had been the inspector since 1929.



Rev. Francis J. Boland, C.S.C.
Pres., Stonehill College,
North Easton, Mass.



Rev. Allan P. Farrell, S.J.
Director, Graduate School,
University of Detroit.



Brother Theodore Hoeffken, S.M.
Inspector, St. Louis Province,
Brothers of Mary.



Brother Charles Henry, F.S.C.
Supervisor, New York Province,
Christian Brothers.

BROTHER EUGENE PAULIN, whose golden jubilee was announced in the May, 1949 issue of THE CATHOLIC SCHOOL JOURNAL, has been appointed professor of physics at St. Louis College in Honolulu.

Christian Brothers Supervisor

BROTHER CHARLES HENRY, F.S.C., formerly director of De La Salle College, Washington, D. C., has been appointed to succeed Brother Anthony John as Auxiliary Provincial and community supervisor of high schools for the New York Province of Christian Brothers. Brother Anthony John is to go to Europe to visit educational institutions and attend the second novitiate exercises at the Congregation's mother house in Rome.

American Named Assistant General

The first American assistant general of the Brothers of the Christian Schools is REV. BROTHER HAROLD A. FILEHNE, head of the department of religion at Iona College in New Rochelle, N. Y. He has served three years as assistant novice master at the Brothers' novitiate in West Park, N. Y., and three years as provincial consultor of the American province. In his new position he will supervise the order in America, Argentina, and Italy and will assist in the administration of the Christian Brothers' provinces in Australia, Great Britain, Ireland, and India.

Notre Dame President Honored

REV. JOHN J. CAVANAUGH, C.S.C., president of the University of Notre Dame, in recognition of his service on the Advisory Commission on Service Pay — a civilian commission appointed to study the nation's military pay and pension systems, has received the National Military Establishment's "Certificate of Appreciation." A later release announced his appointment by President Truman to a two-year term on the Board of Visitors to the U. S. Naval Academy at Annapolis, Md.

Exchange Professorship to Jesuit

The Board of Foreign Scholarships, upon the recommendation of the Committee on International Exchange of Persons of the Conference Board of Research Councils and the United States Educational Foundation in the Philippines, has awarded REV. JAMES J. McGINLEY, S.J., a grant enabling him to serve as visiting professor of economics at the Ateneo de Manila, a Jesuit college. Father McGinley, who has been teaching in the University of St. Louis graduate school

since 1947, has just completed *Labor Relations in the New York City Transit Systems, 1904-1944*, a book on economic problems. He has taught also in Catholic labor schools in both New York and St. Louis.

Jesuit Provincial

Superior General of the Society of Jesus, Very Rev. John B. Janssens, S.J., has appointed VERY REV. JOSEPH M. EGAN, S.J., provincial of the Chicago Province of Jesuits, which includes Illinois, Michigan, Indiana, Ohio, and Kentucky. Father Egan was president of Loyola University, Chicago, from 1942 to 1945 and university rector from 1945 until his present appointment in June.

President of Loyola

Recently appointed president of Loyola University, Los Angeles, is FATHER CHARLES S. CASASSA, S.J., formerly dean of the College of Arts and Sciences at the University of Santa Clara.

Heads Papal Mission

RT. REV. MGR. THOMAS J. McMAHON, national secretary of the Catholic Near East Welfare Association in the United States was appointed president of the Papal Mission for Palestine, organized by Pope Pius XII to combine efforts of Catholics throughout the world in behalf of those made homeless by warfare in Israel.

Vice President of St. Louis University

Former editor of *Jesuit Bulletin* and the *Modern Schoolman*, a philosophical journal, REV. THOMAS C. DONOHUE, S.J., has been appointed to succeed VERY REV. PAUL C. REINERT as vice-president of the University of St. Louis. Father Donohue has been executive secretary to the university president while completing his studies for a doctorate in philosophy.

Father Reinert was appointed president of the university last year, upon the retirement due to illness of REV. PATRICK J. HOLLORAN. Father Holloran has recovered sufficiently to serve this year as professor of philosophy and director of the Alumni Federation of the university.

Catholic University Law School Dean

Succeeding VERY REV. ROBERT J. WHITE who retired in June, 1948, because of ill health, DR. BRENDAN F. BROWN became dean of the law school of The Catholic University of America last

(Continued on page 26A)

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**Catholic
Education News**

(Continued from page 24A)

July. On the faculty since 1926, Dr. Brown has earned degrees from Catholic University, Creighton, Harvard Law School, and Oxford University. He is president of the St. Thomas More Society, secretary of the Riccobono Seminar of Roman Law, a member of the American Bar Association, the District Bar Association, the American Catholic Philosophical Association, and the Catholic Historical Association. In 1946 the War Department sent him to Tokyo as an international law consultant for the military tribunal at the Japanese war-crimes trials. He has published *The Canonical Juristic Personality with Special Reference to its Status in the United States, The Law of*

Trusts in the Eighteenth Century, The Roman Conception of the Juristic Person, and numerous articles and book reviews in various legal and educational journals.

Christian Culture Medal to Gilson

Assumption College, in Windsor, Ontario, gave the 1949 Christian Culture Award Medal, bestowed annually on "some outstanding exponent of Christian ideals," to ETIENNE GILSON, philosopher, scholar, and statesman. Two other Europeans, Sigrid Undset, Norwegian novelist, and Jacques Maritain, French philosopher, have been so honored. M. Gilson is a member of the French Academy, the Royal Academy of Holland, the British Academy, the American Academy of Arts and Sciences, and the Pontifical Academy of St. Thomas Aquinas at Rome. He is, at the present time, professor of medieval philosophy at the College de France and professor of philosophy at

the Pontifical Institute of Mediaeval Studies, which he helped found at Toronto University.

Xaverian Treasurer

BROTHER WILLIAM, C.F.X., for the past three years headmaster at St. John's Preparatory School, Danvers, Mass., has been appointed treasurer of the American Province of the Congregation of Xaverian Brothers, whose Provincial house is in Baltimore.

College Dean at 37

Recently appointed dean of the College of Arts and Sciences of the University of Saskatchewan, is 37-year-old J. FRANCIS LEDDY, Rhodes scholar, who is a past Grand Knight of the Knights of Columbus and member of the editorial board of *The Ensign*, Canadian Catholic weekly.

Mercy Provincial Re-elected

The sixth Provincial Chapter of the Religious Sisters of Mercy of the Union, of the Province of Cincinnati, meeting on June 8, re-elected MOTHER M. EMMANUEL DOOLEY, Provincial, for another three-year term. Sisters elected to the Provincial Council were MOTHER M. ALBERTA HUGHES, Nashville, Tenn., assistant provincial; SISTER M. GRACE, Cincinnati, SISTER M. COLUMBA MUENCH, Louisville, Ky., and SISTER M. LOYOLA PULSKAMP, Toledo, provincial councilors; SISTER M. AUSTIN EMERSON, Nashville, secretary provincial; and SISTER M. SCHOLASTICA CONDON, Toledo, procurator provincial.

Papal Blessing

For her work in preparing *Loretto—The Monument of Nerinckx*, the story of her Order in comic-book form, SISTER M. LILLIANA OWENS of Loretto Academy, El Paso, Tex., a frequent contributor to *THE CATHOLIC SCHOOL JOURNAL*, has received a letter of felicitation and the Apostolic Blessing from Pope Pius, and congratulations from His Eminence Eugene Cardinal Tisserant, protector of the Sisters of Loretto at the Foot of the Cross.

Red Cross Honors Nun

SISTER MARY CARMELYN, B.V.M., director of art at Mundelein College, Chicago, is the first nun to have received the Red Cross Achievement Award. It was given her for originating the first aid, water safety, and accident prevention program in Chicago Catholic schools and colleges.

Nuns Honored by French Government

The French Government has awarded MOTHER MARY CLAIRE RIVET, O.S.U., of Ursuline College and SISTER M. LUCIA, of St. Joseph Academy, both in New Orleans, the *Palms Academiques* decoration and the title of *Officier d'Academie*, for their contributions to the preservation and appreciation of the French language and French culture in Louisiana.

CPA Winners

Winners of this year's Catholic Press Association Short Story Contest are ROSE MARY LAWRENCE of Davenport, Iowa, first prize; WALTER CONLEY of Boston, second prize; and MRS. MARGARET EDWARDS of Chestnut Hill, Mass., third prize. JOHN COGLEY, co-editor of *Today*, REV. JOSEPH McGLOIN, S.J., of Omaha, Nebraska, and JOHN B. WHITING of Tucson, Ariz., received honorable mention.

ACTU Medalist

The Association of Catholic Trade Unionists, ACTU, awarded the second annual Quadragesimo Anno Medal to BROTHER JUSTIN, F.S.C., head of the labor-management department of Manhattan College and director of the Yonkers Labor School. The medal, established in 1948, is awarded each year to an individual who has distinguished himself in the promotion of a Christian solution to industrial problems. Last year's winner was John

(Continued on page 29A)

Catholic Education News

(Continued from page 26A)

Quincy Adams, president of the Manhattan Refrigerating Company and founder of the Catholic Institute of the Food Industry.

Trinity Superior

The Missionary Servants of the Most Holy Trinity, at their general election held in the mother house, Silver Spring, Md., last June, chose REV. THOMAS O'KEEFE, M.S.S.T., custodian general of the order.

La Salette Provincial

Appointed to succeed REV. FRANCIS P. CRANE, M.S., as provincial of the American Province of the La Salette Fathers is VERY REV. DENIS P. MONAHAN. In his new position he is responsible for more than 400 men in 37 parishes, six community houses, four houses of study, four preparatory seminaries, and a novitiate, in states from Massachusetts to Texas, in Canada, and in England.

SIGNIFICANT BITS OF NEWS

Career Guidance Schools

The Christophers, Father Keller's movement which seeks to return Christ to daily life, is planning "Career Guidance" schools in fifty cities across the country. The purpose is to direct the interest of adults into fields, such as journalism, labor relations, government, and education, in which they can influence the thinking of thousands of people, and it is to be achieved, under the supervision of the local Ordinary, through a series of brief evening courses for people of all faiths, given by the city's professors, newspapermen, radio script writers, etc. The school is in part an answer to the institutions, such as the Jefferson School of Social Science in New York, which in the past five years have indoctrinated some 100,000 apostles for Communism. They are not, however, to be merely anti-red, but are planned rather as a positive force in shaping a Christian society. Estimated cost for the whole project is \$3,000,000, of which nearly \$150,000 has been obtained already through donations. *You Can Change the World* by Father Keller, a best seller for several months, was written as a basic guide book for such schools.

Bishop's FM Station

Most Rev. Bernard J. Sheil, Auxiliary Bishop of Chicago, is operating WFJL, an FM radio station. It is owned by the Lewis College of Science and Technology, founded in Lockport, Ill., by Frank J. Lewis, Chicago philanthropist, whose initials are incorporated into the station's call letters. The station will be the radio voice of the Bishop's Chicago activities, such as the Catholic Youth Organization, and its facilities will be available for labor, foreign language, and other civic groups of any race or creed.

Boy Leadership Course

The Knights of Columbus Boy Life Bureau is conducting a series of twelve Summer Schools for Boy Leadership at Notre Dame, the first of which was held July 1, 2, and 3 of this year. Teachers are from the professionally trained staff of the Bureau, and the session includes lectures, demonstrations, and panel discussions upon the principles and methods of youth leadership. The plan has been in operation at various colleges for twenty-five years, and through it, more than 12,000 priests and laymen have been trained for the guidance of youth.

Catholic Writers' Guild Award

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university presidents, and the panel for 1949 will be Rt. Rev. Msgr. John S. Middleton of New York, Very Rev. Robert I. Gannon, S.J., former president of Fordham University, Hon. James A. Farley, and Gretta Palmer, prominent convert author. The 1948 Award, the first to be given, went to Bob Considine, author, *E. P. Dutton Co.*, publishers of the regular edition, and Pocket Books, who brought out a twenty-five edition, for *The Babe Ruth Story*.

Rural Institute for Seminarians

St. Joseph's Parish, R.F.D. 1, Teritopolis, Ill., in co-operation with neighboring parishes, July 10-Aug. 11, was host to nine subdeacons who wished to study rural parish life at first hand.

Activities included evenings with vocational agriculture groups, the Farm Bureau, Home Bureau, 4-H Clubs, Rural Youth, Soil Conservation Studies, Co-ops, Chamber of Commerce, Health Agencies, Public School Officials, etc. There were tours of projects such as agricultural experiment stations.

A major feature of the program was a Recreation Institute sponsored by Co-op Parish Activities Service of Effingham, Ill., and conducted by Father Nell and assistants.

Seminarians' Summer School

The Archdiocese of Dubuque conducted a summer school for seminarians at Loras College. The (Continued on page 30A)

THE CATHOLIC CATECHISM
of Cardinal Gasparri has done more
to unify catechetical instruction than
any other work.

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A CATECHISM

Edited by Rev. Felix M. Kirsch, O.F.M.Cap., Ph.D., Litt.D.,
and Sister M. Brendan, I.H.M., M.A.

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Catholic Education News

(Continued from page 29A)

school, directed by Most Rev. Edward A. Fitzgerald, auxiliary bishop of Dubuque, enrolled 48 advanced seminary students from several dioceses. Rev. Ernest P. Ament, of Loras College, had charge of classes in the teaching of religion. Rev. Arthur A. Halbach taught sociology, "to make these future priests realize the importance of establishing vigorous rural parishes and countering the cityward trend of country people."

An important feature of the courses consisted in talks by guest speakers familiar with particular features of Catholic Action and rural problems. Rev. Hubert E. Duren, pastor of Westphalia, Iowa—a parish famous for co-operative organ-

ization—was one of these speakers. Rev. Nicholas A. Steffen, pastor of St. Cecilia's Parish in Ames, Iowa, presented from his experience, advice on interesting non-Catholics in the faith.

Not the least useful was the actual experience provided in taking a parish census. Another practical, if prosaic, activity was learning how to operate a sound motion-picture projector. Typical films shown dealt with soil erosion and insect control.

The six weeks session at Loras ended August 5. It was followed by the eleventh annual liturgical music institute for clergy and laity. Dr. Harry W. Seitz, of Detroit, was in charge of music work.

Greek in the Seminary

The faculty of St. Charles Seminary, Carthagena, Ohio, addressed to major and minor seminaries a questionnaire concerning the status

of Greek and opinions of the faculties on the subject. The results are summarized in an 18-page report. Many replies are enthusiastic in endorsing courses in Greek, at least for those who can profit from it. Greek is required in many seminaries, but many replies indicate that it is not considered a *sine qua non*.

4-H Club Camp

The 19th National 4-H Club Camp, with "Know Your Government" for its theme met in Washington, D. C., from June 15 to 22. Two boys and two girls from each of the 48 states and Puerto Rico, plus 31 children from Chile, Cuba, Denmark, Great Britain, Germany, Guatemala, the Netherlands, Uruguay, and Venezuela, studied how a bill becomes a law, visited the Supreme Court, the White House, the Capitol, the National Research Company at Beltsville, Md., and met President Truman, Secretary of Agriculture Charles F. Brannan, Assistant Secretary of State George V. Allen, Senator Elmer Thomas, Congressmen Harold D. Cooley and Clifford R. Hope, Assistant Chief, Dr. George Irving, of the Bureau of Agricultural and Industrial Chemistry, U.S.D.A., and Robert Huse, Chief of Overseas Information for the Economic Co-operation Administration.

Thirty-one other 4-H club members attended the last two days of the camp and visited the agricultural attaches of countries to which they were sent for six weeks by the International Farm Youth Exchange in the interests of world peace and understanding to live on farms, to attend social affairs, and to talk with European youth groups. Before they return to school these delegates are to spend three months describing their experiences and their discoveries to 4-H and other groups throughout the land.

Lexicon of St. Thomas Aquinas

The second fascicle of *A Lexicon of St. Thomas Aquinas*, by Dr. Roy J. Deferrari, Sister Inviolat Barry, and Rev. Ignatius McGuiness, O.P., was published this summer by The Catholic University of America Press. The third, fourth, and fifth fascicles will appear within the next calendar year.

Accrediting Committee Meeting

The American Council's Committee on Accrediting Procedures met in Chicago on May 3, with representatives of the regional accrediting agencies to discuss the need for a national list of accredited institutions of higher learning, for a greater degree of co-ordination within the whole accrediting movement, and for some means of control over the growth in number of accrediting agencies. They further considered the advisability of forming a National Federation of Collegiate Accrediting agencies with a central office and staff, as a partial solution to the problems.

Schools of Apostolate

Under the patronage of Most Reverend John T. McNicholas, O.P., archbishop of Cincinnati, schools of the apostolate for women under 26 years of age which aim to integrate the Christian woman, to show her true place in society and the means which are peculiarly hers for use in making society Christian, are conducted at Graiville, Loveland, Ohio. Students are given in them not only an opportunity to learn, but also to live an integrated Christian life.

The summer "Schools of Formation" included courses on Full Christian Living, a Basic Program of Action, Writing and Being—concerned with the vocation of the Christian writer, The Task of Woman, Woman and the Drama—woman's contribution to the Christian renewal through the theater, Marriage in Christ, Work and Culture—the Christian philosophy of work, both intellectual and manual. A "Year's School of Formation" with a more comprehensive program begins October 18 and will end October 1, next year. Tuition is based upon the means of the student.

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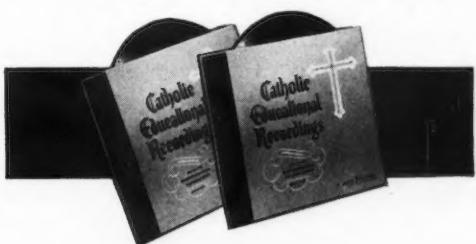
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The Home Comes First

Brother Clement, S.C.

In recent years there is evident a marked trend toward giving undue emphasis to the role of the school in the field of education. An attempt has been made to label the school as the chief agency in the educative process. The school is asked to shoulder unwarranted burdens, to assume unnecessary responsibilities. As a consequence, the school has suffered unfair censure, harsh criticism, and ultimately has been blamed for the subsequent failures in education. This ever growing tendency is a real evil and is one of the prime causes for the present breakdown in society as a whole. It is all a sad mistake and stems from the fallacy that the school is the principal factor in the training of children. This is a complete reversal of the fundamental concept of the nature and origin of education.

The true, basic agency of education is the home. The home is the unit of society; it antedates both society and the school. Therefore, it must take precedence over all other agencies in any discussion of educational processes. The very essence of the home, its physical, mental, and moral aspects, makes it obviously the foundation for the rearing of the children. If society divorced from the home is unthinkable, then education considered apart from the home as its mainspring and source is illogical.

Unless the home is restored to its rightful place and sphere of influence in our educational scheme, unless the home is made the keystone in all our educational thought and planning, our schools will continue to suffer, our society will continue to give evidence of moral disintegration. The home and the school must be allotted their respective roles and due proportion accorded to each. The school must be recognized for what it is; namely, the supplement to the home in the successful education of the children.

A school as an institution wherein the mind, the heart, and the will are trained can erect a spiritual and cultural edifice that will endure only in proportion to the firm foundation given to the children in the home. A school can never replace the home as the essential organ for the training of the children. In a strict sense, the school is an institution devoted primarily to the training of the mind — to the stimulation of thought, to the giving of knowledge. At the same time it also promotes the over-all development of the child spiritually and morally. However, the home must supply

the major part of the latter. A school can add to and complement the home training in these respects; it cannot give them.

Parents are chiefly responsible for the initial attitude of the children toward school life in general, toward their teachers, toward the idea of learning itself. Beyond all question of a doubt, the foundations of knowledge, the essentials of character formation, the rudiments of spiritual development have their origin in the home. Children in school definitely reflect this training and preparation given to them by their parents.

From these preliminary observations one can readily understand the necessity for parental co-operation with the principal and the teachers in the training of their children in the schools. Parents must realize that their children do have faults and deficiencies but that these can and must be corrected. They should comprehend that by working in concert with the school authorities real progress in the development of their children can be made. Parents must give their whole-hearted support to the principal and to the teachers. Lack of co-operation on their part can nullify all the efforts on the side of the school to educate properly and successfully.

* * *

Teachers at best can supplement the home training. In isolated cases the school can retrieve the "lost sheep" — one who has two strikes against him as a result of poor home training and unsatisfactory environment. In general, the school can only develop what the home has already fostered in the form of good mental, moral, and spiritual growth. Parents must fully understand the relatively subordinate place the school holds in regard to the home. President Wilson once stated in speaking to parents, "The school is handicapped in its honest efforts to train your children adequately precisely because they are your children." As the home goes, so goes the school. The two working together harmoniously will insure a vigorous, healthy Christian society.

EDITOR'S NOTE. The paragraphs just quoted are taken from an address entitled "What the Home Can Do for the School," delivered at a panel discussion in the annual parent forum of the Council of Catholic School Cooperative Clubs of the Archdiocese of New Orleans, April 25, 1949. The general theme of the 1949 forum was "Home and School — Partners Inseparable."

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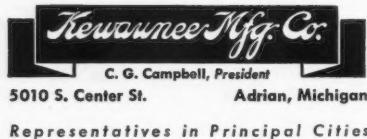
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Catholic Education News

(Continued from page 30A)

Schools upon the same plan are being organized in other dioceses with the co-operation of the local Ordinary. Details of these and of Grailville itself may be had from Grailville, Loveland, Ohio.

Religion on Television

The conference of the Catholic Broadcasters' Association held last spring at Seton Hall College, South Orange, N. J., spent most of its discussion time on television as a medium for religious truths. The conclusion was that it is more difficult to use than radio, but if obstacles are successfully overcome, it proves to be more valuable, too.

According to Irene Petroff, television technician association formerly with the Dumont Co. and RCA, close co-operation is necessary between clergy and personnel, because a program of a sermon and selections by a choir, suitable to radio, fail in television because it doesn't provide sufficient visual appeal. Other speakers were Rev. Anthony L. Ostheimer who assisted in telecasting the Mass from Convention Hall in Philadelphia, and Sister M. Nina of Corpus Christi High School in New York City, who produced the Catholic division of "Lamp Unto My Feet" on C.B.S. TV.

EDUCATIONAL MEETINGS

The National Catholic Kindergarten Convention
(Personal Memos by Sister M. Rosemary,
O.S.B., Our Lady of Lourdes Kindergarten,
Chicago 23, Ill.)

The Catholic Kindergarten Convention was held at Immaculata High School, Chicago, on April

29 and 30. Each day's session opened with kindergarten music presented by Sister Ann Harvey of the College of St. Catherine. Principal speaker for the general meeting on Friday morning was Rev. Stanley C. Stoga, assistant superintendent of Chicago Catholic schools. He gave an impressive evaluation of Catholic education and encouraged the Sisters in their work. Reports of all State Units, which thus far have organized branches of the National Catholic Kindergarten Association, and a report on the kindergarten representation at the NCEA convention in Philadelphia followed. Miss Mae T. Kilcullen of De Paul University, co-founder with Sister Marie Imelda, O.P., of the NCKA, gave a brief summary of the early growth and development of the organization.

The afternoon session included a panel discussion—Attitude versus Achievement at the Five Year Level—a music hour workshop, and an address by Sister Mary Agnes Clare, C.H.M., "On Equipping the Catholic Kindergarten Today."

Rev. Pius Barth, O.F.M., of DePaul University, first speaker on Saturday, discussed "Developmental Tasks." Covering the development of the child from six months to six years, they are learning to walk, learning to take solid foods, learning to talk, elimination of body wastes, learning sex difference and modesty, achieving physiological stability, forming simple concepts of physical realities, learning to get along socially, learning to distinguish right and wrong in regard to conscience.

A discussion of religion, the core of the curriculum, followed. Next, Sisters from Minnesota, Wisconsin, and Iowa conducted panel discussions on "Ready to Work," "Ready to Do," and "Ready to Read."

Election of officers took place on Saturday afternoon. Sister Mary Agnes Clare, C.H.M., a speaker on Friday, was elected to succeed Sister Marie Imelda as president. Sister Marie Imelda, the first to hold office, has done much to shape the organization to zealous activity and Christian simplicity. The fruits of her work were well exemplified in the co-operation and enthusiasm of the Sisters attending the convention.

To sum up, I should like to say that I was much edified by the experience and that I am proud to call myself a member of such a wonderful organization, an organization which promises to do great things for God.

Principals Meet

The principals of secondary schools conducted by Sinsinawa Dominicans in Montana, Illinois, Wyoming, Minnesota, Iowa, Wisconsin, Alabama, Oklahoma, Nebraska, and the District of Columbia, met at Cathedral High School, Sioux Falls, S. Dak., for their Second Annual Curriculum Workshop, June 30 to July 6. Work covered general problems confronting Catholic High Schools, curriculum study and construction. Hostess for the group was Sister M. Irene, principal of Cathedral High School. Supervisor of the community's high schools is Sister Mary Xavier.

Franciscan Educational Conference

Franciscan priests, Brothers, and for the first time, Sisters, from the United States, Canada, Mexico, and South America, gathered at St. Bonaventure College, Olean, N. Y., for the 30th Annual Franciscan Educational Conference to discuss problems in moral guidance. Of special interest in the light of current problems were papers read upon "Ethical Guidance in Business and Professional Life" by Father Sebastian Soklich, T.O.R., of Steubenville, Ohio; "The Franciscan's Role in Preventing Crime and Delinquency" by Father Gervase Brinkman, O.F.M., chaplain of the Joliet State Penitentiary, Joliet, Ill.; "Moral Guidance in the Armed Forces" by Father Damian Blaher, O.F.M., of New York City; "Moral Guidance in Labor Unions" by Father Robert Wilkins, O.F.M., of Albuquerque,

(Continued on page 36A)

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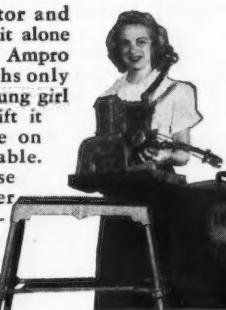
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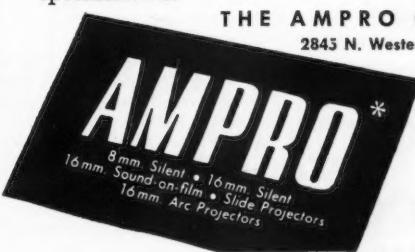
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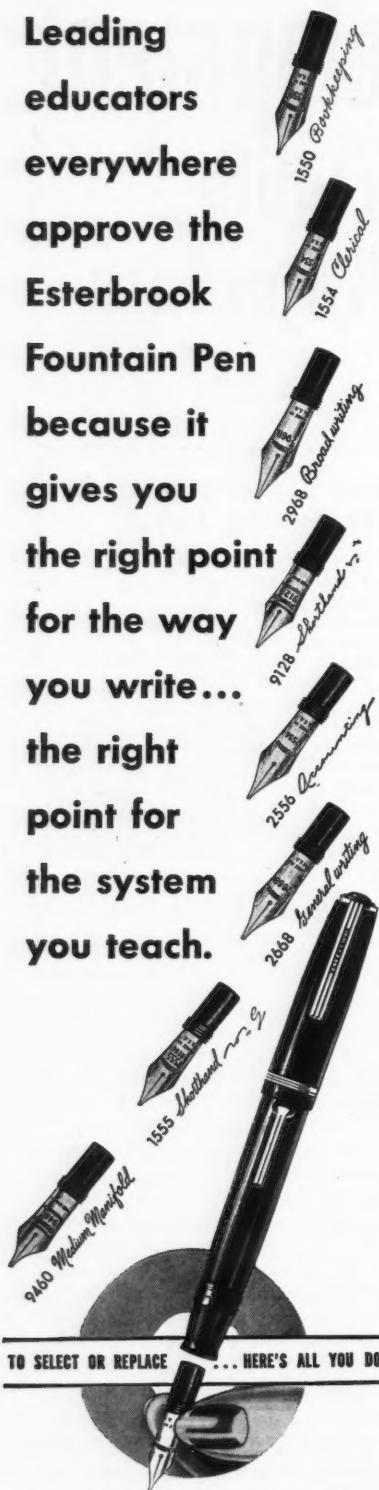
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Catholic Education News

(Continued from page 34A)

N. Mex.; and "Moral Guidance and the Negro," by Father Frederic Cameron, O.F.M.Cap., of Milwaukee, Wis. Other papers dealt with "The Orientation and Objectives of Moral Theological Teaching and Guidance in Modern America," "Alcoholism — A Catholic Appraisal of Attempts at Guidance," "Implications for Guidance in the Canon Law for Religious," "Moral Guidance in Franciscan Schools of Nursing," "A Plea for Realistic Guidance in Marriage Cases and Problems," "The Teaching of Morals to Children," "The Moral Chart to Christ," "Guidance via Trailer in the Southwest," "Moral Aspects of Vocational Guidance," and other topics.

National Commission on Teacher Education and Professional Standards

The fourth national conference on Teacher Education and Professional Standards was held June 28 to July 2, at the University of New Hampshire, Durham, N. H., dedicated to professional growth of teachers in-service.

Attended by 500 key personnel in state and national education associations, the national conference mapped a program for relief of depleted school staffs. They advocated channeling high school teaching candidates into elementary schools, where the void is greatest. They urged a sort of probation for the quarter million badly prepared teachers in elementary schools so that their own training might be bettered. Unless steps such as these are taken, it was made clear, a national emergency, high-lighted by the fact that between 125,000 and 175,000 more elementary teachers will be needed within five years, will become a national scandal with grave effect upon youth.

Rev. Timothy F. O'Leary, associate superintendent of Boston, represented the N.C.W.C., while Rev. Charles Boyle, associate superintendent of Rochester, represented the N.C.E.A. Brother Azarias, head of the department of education, La Salle College, Philadelphia, represented the National Association of the Christian Brothers.

RELIGIOUS ORDERS

Sinsinawa Dominicans

On August 15, 1849, four nuns professed their vows to a new community, the Dominican Congregation of the Most Holy Rosary, founded in Sinsinawa, Wis., by Very Rev. Samuel Charles Mazzuchelli, O.P., to teach in the territory which was for 34 years his mission. The Congregation in its one hundred years has grown to a community of nearly 1600 Sisters who staff 92 elementary schools, 18 high schools, Edgewood College in Madison, Wis., Rosary College in River Forest, Illinois, and its extensions in Switzerland and Italy.

Last June in celebration of the centennial, members of the faculty of Rosary College produced a pageant, "Centennial Song—the Mass at Sinsinawa," and a Mass of Thanksgiving was sung by Most Rev. William P. O'Connor, Bishop of Madison, an alumnus of a Dominican high school. On August 15, Centennial Day, Most Rev. Amleto Giovanni Cicognoni, Apostolic Delegate to the United States, celebrated a solemn pontifical Mass at St. Clara's Convent, the mother house of the community, in Sinsinawa.

Brothers of Mary At New Headquarters

Headquarters of the Brothers of Mary have been transferred from Nivelles, Belgium to Rome, Italy. Brother Bernard T. Shad, S.M., inspector general, well known as an administrator among the Brothers of Mary in the United States, will take up his residence in the new building in September. The address is 22 Via Latina, Roma, Italia.

(Continued on page 37A)

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Catholic Education News

(Continued from page 36A)

Franciscan Centenary

The Sisters of St. Francis of Assisi, who conduct Cardinal Stritch College in Milwaukee and parish schools and high schools in Wisconsin and Illinois, observed their centennial last spring. Samuel Cardinal Stritch, archbishop of Chicago, offered a pontifical high Mass of thanksgiving in St. Francis Convent, the Congregation's mother house in Milwaukee.

Provincial House

Cardinal Stritch officiated last spring at the dedication of Immaculata Convent in Riverside, Ill., the new provincial center of the Sisters of St. Joseph.

Abbot President Visits Priors

Rt. Rev. Dom Herbert Byrne, O.S.B., Abbot president of the English Congregation of the Order of St. Benedict, last spring visited his Congregation's two American Priors, St. Anselm's in Washington, D. C., and Portsmouth Priory in Portsmouth, R. I.

Indian Sisterhood

An Oblate sisterhood for Indian women was established in 1936 by Rev. Gualbert Brunsman, at St. Paul's Indian Mission, Marty, S. Dak. The eight nuns in the community are of the Sioux, Chippewa, and Potowatomi tribes.

New Pontifical Congregation

The Sisters of the Holy Humility of Mary, the "Blue Nuns," who came from France to Villa Maria, Pa., in 1864 with their founder, Father J. J. Beigel, were elevated recently to the dignity of a Pontifical Congregation. The community's 405 nuns conduct one high school, three academies, three hospitals, a home for crippled children, and a social service mission, in Pennsylvania and Ohio.

Franciscan Seminary

The Immaculate Conception Province of the Franciscan Order is building a new House of Theology at Mount Alvernia Seminary in Wappingers Falls, N. Y.

Double Anniversary for Charity Sisters

The Sisters of Christian Charity (Daughters of the Blessed Virgin Mary of the Immaculate Conception), founded in Germany in 1849, by Pauline von Mallinckrodt, celebrated their congregation's centennial and the 75th anniversary of their establishment in America, last spring. In 1874 they began St. Ann's Academy and Mallinckrodt Convent under the patronage of Most Rev. William O'Hara, first Bishop of Scranton.

Visitation of Sacred Heart Order

Very Rev. William Govaart, superior general of the Congregation of the Priests of the Sacred Heart, visited his order's foundations in South Dakota and Northern Mississippi during the spring. Very Rev. Richard Kiefer, S.C.J., recently chosen U. S. Provincial, accompanied him.

I.H.M. Superior General Inspects Order

Very Rev. Joseph Van de Putte, superior general of the Immaculate Heart Missioners, made a round-the-world inspection tour of his Order's establishment during 1948 and 1949. Though communists had imprisoned priests and confiscated property as they conquered China, Father van de Putte said that mission activity is continuing and the fear of Communism is increasing conversions in Japan and elsewhere. He said, of the United States, that it was "good to be in a

(Continued on page 38A)

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Catholic Education News

(Continued from page 37A)

country where no scars of . . . war are visible," and that the missionary field in America, among the Negroes of the South, etc., is ripe for conversion, but it is necessary for priests to live with and become one with the people, to help them physically before attempting to rescue them spiritually.

Visitation by Superior General

Very Rev. Jean de Couer de Jesus d'Elbee, count of France and superior general of the Order, last spring visited houses of the Congregation of the Sacred Hearts of Jesus and Mary

(Picpus Father and Sisters), in the United States and its territories.

Jesuit Centennial in Holland

The Jesuit province of Holland will publish *De Hoeksteen*, a collection of important articles on modern religious questions written by Dutch Jesuits, to commemorate the one hundredth anniversary of the establishment of their province. In 1849 during an exile from Italy, Father Roothaan, Superior General of the Order, established a separate province for his native land. Until then Jesuits working in Holland were included in the Belgian Province.

Halifax Sisters' Centennial

The Institute of the Sisters of Charity of Halifax, established in 1849 by four nuns from Mother Seton's community in New York, observed its centenary on May 11. St. Mary's

Convent in Halifax, N.S., was made a mother house on the feast of the Immaculate Conception, 1855, by Archbishop Walsh. The Halifax Institute now has 1400 members in 79 convents, who staff 103 schools, seven hospitals, six homes, and several social service centres in four states, six Canadian Provinces, and Bermuda.

Jesuit Centre to New Quarters

Bellarmino House, French-Canadian Jesuit Centre, will move to a larger building in the north section of Montreal at the end of the year. The centre accommodates offices of the Apostolate of Prayer, the Eucharistic Crusade, the Student Mission League, and the Popular Social School, which sponsors social study weeks, Sunday Observance, retreats, besides publishing a parish life bulletin.

New Maryknoll Seminary

A new seminary for young Maryknollers will open in October in Glen Ellyn, N. Y. Its first rector is Rev. Arthur C. Kiernan, who led the first mission band to Peru in 1942, and last year was rector of the Maryknoll Apostolic College, Clarks Summit, Pa. Rev. J. Ernest Mailhot, formerly a missionary to Japan, has been appointed vice-rector and prefect of studies; Rev. J. Clarence Burns, missionary in Manchuria shortly after his ordination, procurator; Rev. Thomas F. Nolan, spiritual director; and Rev. Richard S. McMonigal, prefect of discipline.

COLLEGES AND UNIVERSITIES

Norbertine Centennial

St. Norbert College, West De Pere, Wis., founded in 1899, celebrated its semicentennial in conjunction with the 1949 spring commencement. Events included a Memorial Day military field Mass, "Campus Salute" — a coast-to-coast broadcast over MBS on June 4, Baccalaureate Day at the national shrine of St. Joseph on June 5, and on June 6, St. Norbert Day, a Solemn Pontifical Mass at the shrine, and a dinner for the clergy. The vicar-general of the order, the coadjutor-abbot and abbot of the De Pere community, the Abbot of Berne, and Most Rev. Stanislaus V. Bona, bishop of Green Bay, took part in the Commencement Day program on June 9. Speaker at the baccalaureate service was Very Rev. Vincent J. Flynn, president of St. Thomas College, St. Paul, Minn., and president of the Association of American Colleges. Rt. Rev. Msgr. Fulton J. Sheen delivered the Commencement address. Semicentennial honorary degrees were conferred upon Helen C. White, novelist and professor of English at the University of Wisconsin, John Jacob Raskob, Knight of Malta and Counsellor to the President during the first World War, Frank Jacob Sensenbrenner, manufacturer and Knight Commander of the Order of St. Gregory the Great, James Bernard Macelwane, S.J., professor at St. Louis University, former Dean of its Graduate School, founder of the Jesuit Seismological Association, and co-founder of the American Seismological Union, and Monsignor Sheen, well-known speaker, author, and apologist for the Faith.

New Course at Manhattan

Manhattan College, a Christian Brothers college in New York City, is introducing a liberal arts course, based, according to Rev. Brother Thomas, college president, "on the heritage of Western civilization, Catholicity, and Catholic philosophy."

Bequest for Library

William J. Corbett, Sr., Chicago merchant and lay trustee of Notre Dame University from 1941 until his death, left a \$40,000 bequest to be added to the \$34,000 fund, the income of which is used to increase the library of Notre Dame's medieval institute.

(Continued on page 41A)

Catholic Education News

(Continued from page 38A)

Nazareth Jubilee

The alumnae of Nazareth College, conducted by the Sisters of St. Joseph in Rochester, N. Y., observed the school's Silver Jubilee on May 29, with solemn high Mass, celebrated by Most Rev. James E. Kearney, Bishop of Rochester, a Communion breakfast, and a reception and tea in the afternoon.

Adult Education at Rosary

Rosary College this fall initiates a program of adult education with classes in a variety of subjects to be held each Tuesday evening from October 1, until the end of the school year. The courses are accredited, though participants need not work for academic credit.

To Support DP Students

The sophomores and juniors of Manhattanville College of the Sacred Heart in New York are helping two displaced persons to attend their school this year. The juniors raised \$500 by a series of dances and a picnic, and the sophomores knitted sweaters for their fellow students during the summer. The administration assisted with resident scholarships worth \$1500.

Another means by which Manhattanville seeks to promote better understanding among young people of all nations is the International Club, which last spring raised funds to enable Angelica Deku, of Aachen, Germany, a Manhattanville student through NCWC and the Institute of International Education, to tour the United States before returning to Europe for graduate study at the University of Cologne.

Community College

Donnelly Community College, staffed by Benedictine Sisters from Mt. St. Scholastica College in Atchison, opens this month in Kansas City, Kans., with a 2-year program of pre-professional and adult education courses. It is called a "community" rather than a "junior" college to emphasize its service to the whole city.

Research Grant

The Research Corporation of New York has granted Sienna Heights, a Dominican College for women in Adrian, Mich., \$3800 for scientific research.

Graduate Course in Economics

Boston College is instituting a department for graduate study leading to a Master of Arts degree in economics. The program is directed by Rev. W. Seavey Joyce, S.J., chairman of the department of economics, and will have a faculty of eight, including Tibamer I. Fabinyi, a graduate of the University of Budapest and formerly finance minister for Hungary.

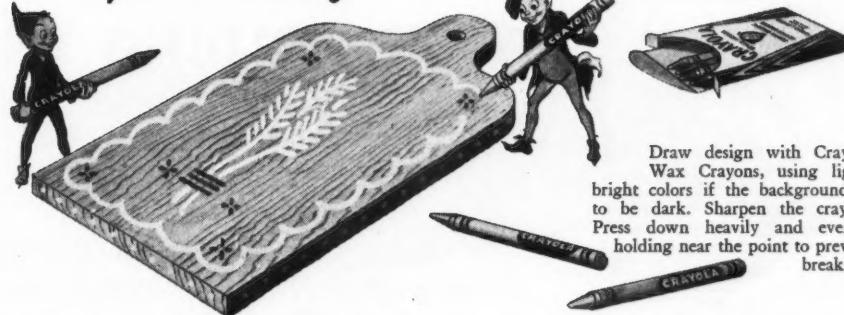
N.Y.U. Professor at Notre Dame

Visiting professor in Mediaeval history for the 1949-50 school year at Notre Dame is Marshall W. Baldwin, professor at New York University, author of *The Mediaeval Papacy in Action*, and a former president of the American Catholic Historical Society. He fills the vacancy created by the appointment of G. B. Ladner, Ph.D., to the Institute for Advanced Studies at Princeton.

Social Service Building

A building to house the National Catholic School of Social Service is under construction now at the Catholic University of America. It will be named after Bishop Thomas J. Shahan, rector of the university from 1909 to 1927.

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New College in Saskatchewan

St. Thomas College for seminarians and lay students, begun last spring, received the blessing of the Holy Father. It is to be completed by autumn of 1950.

Noted Author to Teach at Marquette

J. F. Powers, author of a collection of short stories entitled *Prince of Darkness* and perhaps the most outstanding Catholic writer of fiction in the United States, has joined the English faculty of Marquette University to teach creative writing. He has taught for the past few years at St. John's University, Collegeville, Minn.

Resumes Graduate Work

De Paul University College of Commerce this fall resumes its graduate program, offering majors in accounting, economics, finance, management,

and marketing. Thirty semester hours are required for the degree of master of business administration.

New Science Hall

Alumnae Hall, a new science building for Emmanuel College, Boston, is now under construction. The school is conducted by the Sisters of Notre Dame de Namur.

Condemn Discrimination

The regional congress of the National Federation of Catholic College Students, held at Mount St. Joseph's College, Emmitsburg, Md., reiterated its condemnation of schools in the Baltimore-Washington area which ban Negroes, in resolutions which recalled the Holy Father's statement of special affection for the American Negro, and

(Continued on page 42A)



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Catholic Education News

(Continued from page 41A)

urged colleges in which no Negroes are enrolled to accept them, colleges in which they are not banned to enroll more of them.

Fairfield Scholarships

Fairfield University, recently established Jesuit school in Fairfield, Conn., has received grants for its first two scholarships. Both are in honor of the late Peter Benard, who had been president of the Bridgeport Central Labor Union, and who was at the time of his death, A. F. of L., state vice-president. The Bridgeport Central Labor Union, A. F. of L., and the *Bridgeport Herald* are donors. The scholarships provide \$250 each, on tuition.

Expansion Planned

A \$500,000 addition to house new research laboratories and a larger library has been planned for the Marquette University Medical School.

Christian Living Workshop

Cardinal Stritch College, Milwaukee, Wis., during its regular summer session, held a Workshop in Christian Social Living, offering two courses and a program of living, praying, and learning together, in order that Christian life could be experienced as well as learned. Once a week during the six week course, a special problem was treated in an all-day session open to the general public. The project was under the direction of Rev. John R. Beix.

Convert from Communism Teaches at Mundelein

Elizabeth T. Bentley, former Communist spy who was a key witness in the 1948 Congressional

espionage investigation, has accepted a teaching position at Mundelein College for women in Chicago. She became a Catholic last November.

Building Fund Campaign

The three-year-old Augustinian College of the Merrimack Valley has begun the expansion made possible by its recent drive for funds, which netted \$1,107,881—more than \$100,000 over its goal. A new science building is under construction, and facilities for the accommodation of women students are to be available by 1950.

Social Worship Program

At Boston College a social worship program was a feature of the summer session of the school of expressional arts. It was planned to promote the Holy Father's program for liturgical reform and to give students the opportunity of living with the liturgy for six weeks.

Courses included: The Church, the Mystical Body of Christ (Rev. Paul A. Curtin, S.J.); The Encyclical "Mediator Dei" (Rev. Wm. J. Leonard, S.J.); The Sacraments, Channels of Life (Rev. Thomas F. Stack); History of the Mass in the Latin Rite (Rev. Francis P. Moran); Theory and Practice of the Gregorian Chant (Rev. John L. Bonn); The Living Parish (Rev. Thomas F. Stack).

Included also was a workshop in social worship—a series of informal lectures and discussions.

St. Mary's Lay Apostolate Workshop

A lay apostolate workshop to explain the principles and methods of Catholic Action for the laity took place from July 5 to July 26, at St. Mary's College, Winona, Minn. The program called for a lecture and discussion in the morning and a round-table seminar in the evening to consider the lay apostolate in its relation to the clergy, to agencies such as the Confraternity of

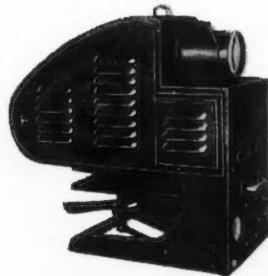
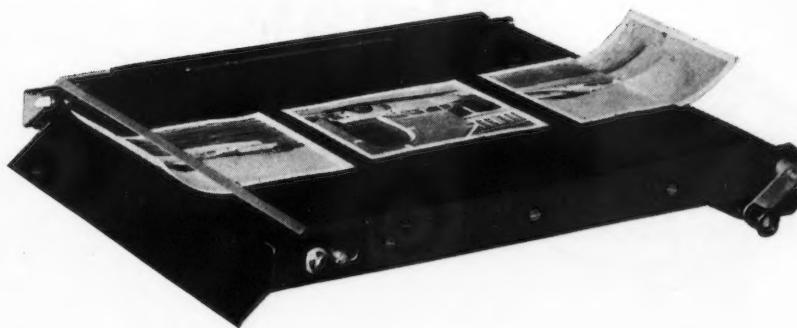
Christian doctrine, dedicated to the propagation of the faith, to educational institutions, and to labor. The last three days of the session were devoted to the means of forming leaders for Catholic Actions work. Speakers, all of whom are experienced in Apostolate work, included Father Louis Putz, professor of religion at Notre Dame, who has worked with Canon Joseph Cardigan, the founder of the Jocist Movement in France; Very Rev. George H. Speltz, rector of the Immaculate Heart of Mary Seminary, St. Mary's College; Sister M. Ruth, F.S.P.A. of St. Angela Academy, Carroll, Iowa, experienced in work with the Y.C.S. and co-author of *The Technique of the Catholic Action Cell* and *The Religious and Catholic Action*; Brother Charles Ambrose, F.S.C., who has been preparing lay catechists at Manhattan College for more than twelve years; Brother I. Philip, F.S.C., provincial of the St. Louis Province of the Christian Brothers; Brother J. Felix, vocational director; Brother H. Frederick of St. Mary's; Father John Sweeney, director of the Catholic Youth Center of St. Paul, Minn.; Father Joseph L. Baglio, director, Catholic Youth Center, Minneapolis; Rev. William Quinn, director, and Tony Zilavich, president of the Young Catholic Workers, Chicago; Rev. Daniel Cantwell, of the Labor Alliance in Chicago; and Brother S. Edward, F.S.C., vocational director, Mont La Salle, Napa, Calif. A group of Catholic Actionists from Creighton High School, St. Paul, conducted an open forum on "YCS in a Catholic School," and Minneapolis Catholic Actionists, led by Father Oliver Dufresne, discussed "YCS in a Public School." The entire program was under the direction of Brother I. Damian, F.S.C. The project's success has led Brother Damian and Brother Joel, president of St. Mary's, to plan another workshop for next summer.

(Continued on page 44A)

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Catholic Education News

(Continued from page 42A)

Fontbonne's Jubilee

Fontbonne College in St. Louis celebrated its silver jubilee and dedicated Medaille Hall, a new resident building, during the weekend of May 13-15. Jubilee events included a solemn high Mass celebrated by Most Rev. John P. Cody, auxiliary bishop of St. Louis, a sermon by Very Rev. Paul C. Reinert, S.J., president of St. Louis University, a reception for Mother Mary Marcella, the school's sixth president, a dance for the students, and homecoming day for alumnae.

Bishop Cody, who had officiated at groundbreaking ceremonies for Medaille Hall, blessed it and sealed its dedication stone on May 13.

The building is built in contemporary style of Missouri granite. It provides living accommodations for 100 students and facilities, including a ballroom, for social events. Rev. John Peter Medaille, S.J., after whom the building is named, in 1650 assisted the Bishop of Le Puy in France, to establish the Sisters of St. Joseph, who conduct the school.

CONTESTS

Crayon Drawing Competition

Grade school children may compete in the annual "America the Beautiful" national child crayon art competition. First prize is \$500, and there is a winner in each grade and in kindergarten. State finalists are awarded engraved plaques, and drawings selected from among them are hung in various art galleries throughout the nation. Judges are Vaughn Flannery, art consultant for *Pathfinder*; Ralph Ellsworth of *Parents'*

Magazine; George W. Finnegan of *Woman's Home Companion*; Max E. Kille, *Farm Journal*; Gordon Elliott, *Successful Farming*; Kenneth Stuart, *The Saturday Evening Post*; William O. Chessman, *Collier's*; and Vincent A. Roy, Head of the Art Education Department of Pratt Institute.

For further details write the Child Guidance Bureau, Milton Bradley Co., 611 First National Tower, Akron 8, Ohio.

Soap Sculpture Contest

The 23rd Annual Competition of the National Soap Sculpture Committee will begin soon. Contestants are divided into three classes: advanced, for those 18 years or over; senior, for 14- to 18-year-olds; and junior, for those under 14 years of age. There are nine major and 65 honorable mention awards ranging in value from \$25 to \$250. More complete information may be obtained from Committee Director Henry Bern, 160 Fifth Avenue, New York 10, N. Y.

Science Talent Search

Any senior in high school who has scientific ability may be one of forty students to win a scholarship worth from \$400 to \$2,800 and a trip to Washington, by writing a 1000-word essay on an original and creative scientific project, for the Westinghouse Science Talent Search. Details are available from the Science Clubs of America, 1719 N Street, N.W., Washington 6, D. C.

BUILDING NEWS

Brooklyn, N. Y.

• Sacred Heart Parish, in Cambria Heights, is completing a 600,000 18-classroom school, equipped with an auditorium, library, cafeteria, and clinic. The Sisters of St. Dominic are to supervise it.

• Seton Hall Catholic Co-Educational High School is under construction now in Patchogue.

• A new 17-classroom school building will be opened this fall in St. Aidan's Parish, Williston Park, L. I.

• A new school building with 20 classrooms, a cafeteria, library, and auditorium is to be built for St. Brigid's Parish, Westbury, L. I.

Paterson, N. J.

• A former silk mill has been converted into a trade school where boys may learn printing, book binding, shoe making, cabinet designing, wood carving, and machine shop practices, as well as subjects included in an academic curriculum. Brothers of the Salesian Society of St. John Bosco direct the school.

New York City

• The Christian Brothers are expanding All Hallows Institute in the Bronx in order to accommodate a larger number of the 1800 boys who have applied for admittance.

• A new parish in Jackson Heights, Our Lady of Fatima, has begun its first building, a parish school. The auditorium, to serve temporarily as a chapel, is to be finished this fall, in order to accommodate parishioners who have been hearing Mass in a tent.

• The new Mt. Carmel Parish School and Cafuzzi Youth Center in the Bronx will open on September 12. Pallottine Sisters of the Catholic Apostolate and Brothers of the Holy Cross from Notre Dame will staff the school.

Philadelphia, Pa.

• Annunciation Parish has purchased a three story building, with classrooms, doctor's office, gymnasium, playroom, and library, from the Philadelphia public school board of education.

(Continued on page 46A)

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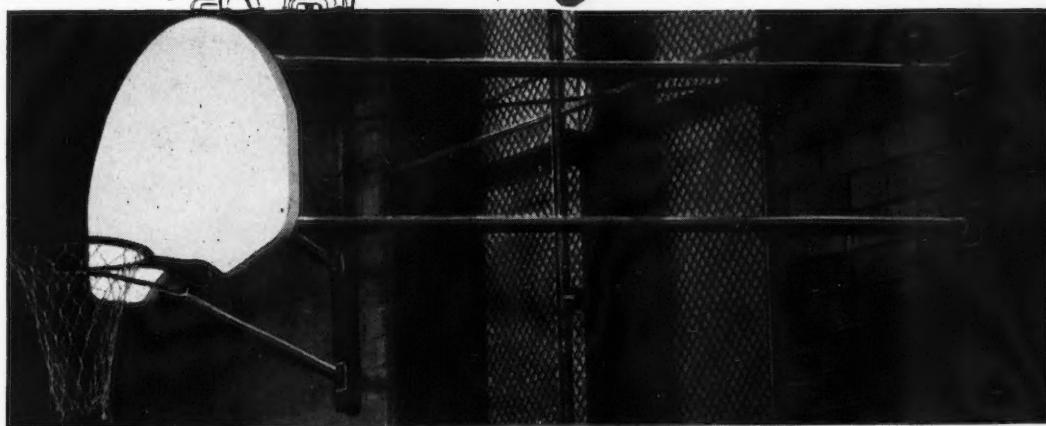
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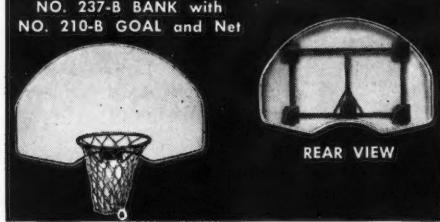
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STRUCTURE
Reg. U. S. Pat. Off.



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\$42.75
f.o.b. Goshen
Complete with Tripod
or Wall Bracket



Catholic Education News

(Continued from page 44A)

Renovated, the building now houses the parochial grammar school.

• The Sisters of the Holy Child Jesus will start pre-school, first and second grade classes in their new school on September 15.

Lake Charles, La.

• The Parish school at Sacred Heart of Jesus' Church is to have a new gymnasium named in honor of Miss Eleanor Figaro, outstanding Negro Catholic.



Honorary Degrees in 1949

(Continued from page 258)

LL.D. to REV. MITCHELL NICHOLAS STARZYNSKI, C.R., editor of the *Polish Daily News* for outstanding qualities of leadership.

Indiana

University of Notre Dame

LL.D. to REV. PAUL BUSSARD, editor of *The Catholic Digest*.

LL.D. to GEORGE WILLIAM STRAKE (Houston, Tex.), "a sincere friend of Catholic education."

LL.D. to MOST REV. JOHN KING MUSSIO, Bishop of Steubenville.

LL.D. to HON. MICHAEL DI SALLE, Mayor of Toledo.

LL.D. to BYRON VINCENT KANALEY (Chicago, Ill.).

LL.D. to JOSEPH ALOYSIUS LAFORTUNE (Tulsa, Okla.)

Iowa

St. Ambrose College, Davenport

LL.D. to HON. GUY MARK GILLETTE, U. S. Senator from Iowa.

Massachusetts

College of the Holy Cross, Worcester

LL.D. to VERY REV. JOHN J. FINN, V.F., pastor of St. John of the Evangelist Church in Schenectady, N. Y., president of Holy Cross Alumni, dean of Catholic Clergy of Schenectady County, N. Y., and a civic leader.

D. of Comm'l. Sc. to JOHN L. McCAFFREY, president of International Harvester Co. (Chicago, Ill.)

LL.D. to J. HOWARD MCGRATH, U. S. Senator from Rhode Island; formerly solicitor general of the U. S., Governor of Rhode Island, and U. S. District Attorney for Rhode Island.

D. of Comm'l. Sc. to MICHAEL A. MORRISSEY (Rye, N. Y.), chairman of the board of Am. News Co., and leader in Catholic charities.

D. of Hum. Letters to RICHARD J. PURCELL, author, historian, and professor at Catholic University of America.

Michigan

University of Detroit

D.Sc. to ROBERT LAWRENCE SCHAEFER, M.D., "outstanding investigator and student in the field of endocrinology and collaborator with the late Dr. William Engelbach in the preparation of a recognized 4-volume text in that field."

Nebraska

Creighton University, Omaha

LL.D. to LOUIS ARTHUR JOHNSON (of West Virginia), "eminent among Americans and citizen of the world."

New Hampshire

St. Anselm's College, Manchester

LL.D. to MOST REV. JOSEPH F. RUMMEL, Archbishop of New Orleans.

LL.D. to HON. PAUL A. DEVER, Governor of Massachusetts.

LL.D. to RT. REV. MSGR. EDWARD A. CLARK, V.G.

LL.D. to RT. REV. MSGR. JEREMIAH S. BUCKLEY.

LL.D. to VERY REV. MAURICE G. REDDEN.

(Continued on page 48A)



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Rhythm Touch

Your students are off to a good start. Right from the beginning *Rhythm* Touch helps them develop professional technique and speed.

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accurately . . . at a rapidly increasing tempo. You'll help your students tomorrow...by giving them *Rhythm* Touch training today! Call your Underwood representative now . . . for a demonstration.

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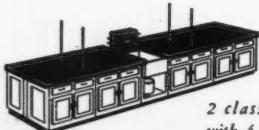
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is of prime importance.

Sheldon's long and varied experience in planning, production and installation has time and time again proved its practical and economical value. When you plan with Sheldon and follow-through with Sheldon, you too will appreciate the ease with which teaching requirements may be satisfied.



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2 class Physical Chemistry Table
with 4 student positions.

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Catholic Education News

(Continued from page 46A)

New Jersey

Seton Hall College, South Orange

LL.D. to RT. REV. MSGR. WILLIAM B. MASTERSON, on the occasion of the 50th anniversary of his graduation from Seton Hall.

LL.D. to GEORGE A. LETTERHAUS, on the occasion of the 50th anniversary of his graduation from Seton Hall.

New York

Iona College, New Rochelle

LL.D. to HIS EMINENCE FRANCIS CARDINAL SPELLMAN.

St. John's University, Brooklyn

LL.D. to RT. REV. MSGR. GUSTAVE E. BAER.
LL.D. to RT. REV. MSGR. JOHN J. F. ROBINSON, V.F.

LL.D. to EDMOND MARTIN HANRAHAN, lawyer, member of the Cardinal's Committee of the Laity of New York, a Papal Knight of Malta.

LL.D. to JOSEPH EDWARD PRIDDY, eminent in Catholic charities and other Catholic affairs.

LL.D. to MAURICE J. TOBIN, Secretary of Labor.

Siena College, Loudonville

Litt.D. to VERY REV. BERTRAND J. CAMPBELL, O.F.M., Minister Provincial of the New York Franciscans—cited for his work as a trustee of St. Bonaventure College and Siena College, as a provincial, and for care of the missions in Brazil and China.

LL.D. to HON. FRANCIS BERGAN, justice of the

appellate division of the Supreme Court of the state of New York in 1949, author and editor of legal writings, author of the New York State traffic infraction law, etc.

Fordham University, New York

LL.D. to MOST REV. JOSEPH FRANCIS FLANNELLY, Auxiliary Bishop of New York.

LL.D. to WALTER JOSEPH BLACK, graduate of Fordham, eminent in the publication and popularization of the classics.

LL.D. to JOHN FRANCIS BROSNAH, lawyer, member of the board of regents of the University of the State of New York, eminent in Catholic Action.

LL.D. to FRANK MARION FOLSOM, President of the Radio Corporation of America, a recipient of the highest honors of Church and State.

LL.D. to EDMOND MARTIN HANRAHAN, Chairman of the Securities and Exchange Commission.

LL.D. to NELL CECILIA MERRIGAN, eminent teacher and Catholic missionary worker.

LL.D. to HON. ENRICO GASPAR DUTRA, President of Brazil.

LL.D. to REV. JAMES KELLER, M.M.

D. of Hum. Letters to JOHN CUNNING BRADY, M.D.

Ohio

John Carroll University, Cleveland

Honorary degrees were conferred upon:

JOHN AUSTIN VICTOREEN, chairman of the board of the Victoreen Instrument Co., who produced the special radiation measuring instruments which have protected those working in atomic research and manufacture.

JOHN A. TOOMEY, M.D., professor of Clinical Pediatrics and Contagious Diseases at Western Reserve University. "Without aid, working in a basement, without funds, singlehanded, he challenged and changed the entire conception of poliomyelitis."

MAURICE JOSEPH TOBIN, Secretary of Labor.

Oregon

University of Portland

LL.D. to MOST REV. LEO F. FAHEY, Coadjutor Bishop of Baker, Ore.

LL.D. to REX PUTNAM, superintendent of public instruction for the state of Oregon.

Mus. D. to MADAME LOTTE LEHMANN, "an artist of supreme achievement in the field of music, literature, and painting."

Pennsylvania

St. Vincent College, Latrobe

LL.D. to HON. DAVID L. LAWRENCE, Mayor of Pittsburgh.

LL.D. to REV. BONAVENTURE REITHMEIER, O.S.B., former vice-president of St. Vincent's.

LL.D. to REV. BENNO HAGENMILLER, O.F.M. Cap., educator and missionary at St. Fidelis Seminary, Herman, Pa.

D. of Letters to JOHN A. DONATELLI, who has contributed to academic development of Mercyhurst College and civic affairs at Erie, Pa.

Rhode Island

Providence College, Providence

LL.D. to RT. REV. MSGR. PETER E. BLESSING, vicar general of the Diocese of Providence, a golden jubilarian.

LL.D. to RT. REV. JOHN J. HAVES, chancellor of the Diocese of Hartford.

LL.D. to DENNIS JOSEPH ROBERTS, Mayor of Providence, an exemplary Catholic who has made the city a better place.

LL.D. to CHARLES JOSEPH ASHWORTH, M.D., first graduate of Providence College.

(Continued on page 50A)

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Catholic Education News

(Continued from page 48A)

Washington

Gonzaga University, Spokane

LL.D. to DR. RAYMOND B. ALLEN, president of the University of Washington, whose "penetrating insight contributed much to clarify the concept of academic freedom which hitherto has been characterized by confused indecision, glib shibboleths, and shallow sophisms."

LL.D. to LOUIS A. WASMER, "who in a long life devoted to the field of radio, has brought to his community as the fruit of long years of labor a larger measure of knowledge and enlightenment for the common man."

LL.D. to FRANK P. WEAVER, Professor of Law for 21 years at Gonzaga, now dean of the law school.

Wisconsin

Marquette University, Milwaukee

LL.D. to CHARLES O'HARA. "Respected for his business success, admired for his integrity and generosity, honored by Pope Pius XII as a Knight of St. Gregory, chairman of the board of governors of Marquette University, a truly Christian gentleman."

Mount Mary College, Milwaukee

LL.D. to REV. JAMES KELLER, M.M., founder of the Christophers and author of *You Can Change the World*.

LL.D. to LOIS LUNDELL HIGGINS, a Mount Mary graduate, who earned the degree of master

of social work from Loyola University, Chicago, and has been very active in Catholic Action and social work in Chicago.

St. Norbert College, W. De Pere

LL.D. to RT. REV. MSGR. FULTON J. SHEEN. Sc.D. to REV. JAMES B. MACELWANE, S.J., director of the Institute of Geophysical Technology of St. Louis University.

Litt.D. to HELEN C. WHITE, noted Catholic novelist.

LL.D. to F. J. SENSENBRENNER, member of the lay advisory committee of the college, a Knight of St. Gregory.

LL.D. to JOHN J. RASKOB.

COMING CONVENTIONS

- Aug. 31. **Diocese of Toledo**, Annual Teachers' Meeting, at Toledo, Ohio. Chairman: V. Rev. Msgr. Norbert M. Shumaker, 436 W. Delaware St., Toledo, Ohio.
- Aug. 31-Sept. 1. **Hartford Diocesan Schools**, at Hartford, Conn. Chairman, Rev. Arthur J. Heffernan, Diocesan Supt. of Schools, 285 Church St., Hartford, Conn.
- Sept. 2-5. **American Library Association**, Trans-Mississippi Region, at Fort Collins, Colo. Chairman, Robert W. Orr, Iowa State College Library, Ames, Iowa.
- Sept. 3-6. **American Association of Teachers of French**, at San Francisco, Calif. Secretary, George B. Watts, Davidson College, Davidson, N. C.
- Sept. 5-7. **American Association of Teachers of Spanish and Portuguese**, at Berkeley, Calif. Chairman, Prof. D. P. Rotunda, Mills College, Oakland 3, Calif.
- Sept. 6. **American Association of Teachers of German**, at Stanford, Calif. Chairman, Ernst Jockers, University of Pennsylvania, Philadelphia, Pa.
- Sept. 6-7. 47th Annual Principals and Teachers Meeting, **Diocese of Columbus**, at Columbus, Ohio. Chairman, Rev. Robert W. Harwick, 246 East Town St., Columbus 15, Ohio.
- Sept. 7-9. **Modern Language Association of America**, at Stanford, Calif. Chairman, Richard F. Jones, Stanford University.
- Sept. 19-23. **American Chemical Society**, at Atlantic City, N. J. Chairman, James J. Doheny, 1155-16th St. N.W., Washington 6, D. C.
- Sept. 22-23. **Annual Diocesan Teachers Conference**, at Rochester, N. Y. Chairman, Rev. Charles J. Mahoney, 50 Chestnut St., Rochester, N. Y.
- Sept. 22-23. **Catholic School Teachers, Archdiocese of Milwaukee**, at Milwaukee, Wis. Chair-

(Continued on page 53A)



Catholic Education News

(Continued from page 50A)

man, Rt. Rev. Msgr. E. J. Goebel, 437 W. Galena St., Milwaukee 12, Wis.

• Sept. 23-24. **Archdiocese of Baltimore**, Annual Teachers' Meeting, at Baltimore, Md. Chairman, Rev. Dr. Leo J. McCormick, Supt., 330 N. Charles St., Baltimore 1, Md.

• Sept. 23-24. **Ohio Vocational Association**, at Columbus. Secretary, George L. Brandon, 102 Ed. Annex C, Ohio State University, Columbus 10, Ohio.

• Sept. 24-25. **Confraternity of Christian Doctrine**, Regional Congress, at Madison, Wis.

• Sept. 29-30. **New York State Teachers Association** (North Eastern Zone, at Ticonderoga. Secretary, Frances E. Ryan, Ticonderoga High School, Ticonderoga, N. Y.

• Sept. 30. **New York State Teachers Association** (Central Zone), at Watertown. Secretary, Wm. H. Case, South Jr. High School, Watertown, N. Y.

• Sept. 30. **New York State Teachers Association** (Northern Zone), at Potsdam, N. Y. President, James V. Hughes, Prin., Morristown Central School, Morristown, N. Y.

• Oct. 1-4. **Confraternity of Christian Doctrine**, Regional Congress at Spokane, Wash.

• Oct. 2-4. **Confraternity of Christian Doctrine**, Regional Congress at Syracuse, N. Y.

• Oct. 2-5. **National Conference on High School Driver Education**, at Jackson's Mill, W. Va. Secretary, Robert W. Eaves, National Commission on Safety Education, 1201 Sixteenth St. N.W., Washington 6, D. C.

• Oct. 6-7. **Central Missouri Teachers Association**, at Warrensburg. Chairman, Dr. Wm. F. Knox, State College, Warrensburg, Mo.

• Oct. 6-7. **Michigan Education Association**, Region 5, at Traverse City. Regional Executive Secretary, Leo McQueen, High School, Traverse City High School, Traverse City, Mich.

• Oct. 6-7. **Wyoming Education Association**, Northeast, Northwest, and Central Districts, at Casper. President, H. O. Pearson, Central District, Wyoming Education Assn., Douglas, Wyo.

• Oct. 6-7. **Wyoming Education Association**, Southwest District, at Rock Springs. President, Athens Dallas, Evanston, Wyo.

• Oct. 7. **New York State Teachers Association**, Southern Zone, at Binghamton. Chairman, Harold Crandall, Binghamton, N. Y.

• Oct. 7. **Washington Education Association**, Bremerton Area, at Bremerton. Chairman, Armin G. Jahr, Supt. of Schools, Bremerton, Wash.

• Oct. 7-8. **Wyoming Education Association**, Southeast District, at Cheyenne. President, Leo Breedon, Wheatland, Wyo.

• Oct. 8-10. **Confraternity of Christian Doctrine**, Regional Congress at Providence, R. I.

• Oct. 10. **Washington Education Association**, Longview Area, at Longview. Chairman, Mrs. Lydia Crosby, County Supt., Kelso, Wash.

• Oct. 10-11. **Diocesan Institute, Dallas Diocese**, at Fort Worth, Tex. Chairman, Very Rev. Thomas S. Zachry, Diocesan Supt. of Schools, 214 N.W. 20th St., Fort Worth 6, Tex.

• Oct. 12. **Washington Education Association**, Tacoma Area, at Tacoma. Chairman, Leslie L. Hoar, 618 N. Warner, Tacoma 6, Wash.

• Oct. 12-14. **Delaware State Education Assn.**, at Wilmington, Del. Chairman, C. Warden Gass, P.S. du Pont School, 34th and Van Buren Sts., Wilmington Del.

• Oct. 13. **Washington Education**, Bellingham Area, at Bellingham. Chairman, C. Paine Shangle, Supt. of Schools, Bellingham, Wash.

• Oct. 13-14. **Annual Teachers' Institute, Catholic School Department**, Diocese of Buffalo, at Buffalo, N. Y. Chairman, Very Rev. Sylvester J. Holbel, 35 Niagara Square, Buffalo 2, N. Y.

• Oct. 13-14. **Michigan Education Association**,

(Continued on page 56A)



Colorful wall poster for team scores

Prize buttons for winners



TEACHERS!
Send for Kellogg's
"EARLY-BIRD"
breakfast game!

EXPERIENCED EDUCATORS have approved this teaching game. Mothers will thank you for interesting their children in better breakfasts! And you'll be surprised how much classroom interest this game will build. To get this project underway in your classroom we'll send you: (1) Colorful wall poster for team scores; (2) Amusing score folders for each pupil; (3) Prize buttons for members of the winning team!

The Game. Divide class into 4 teams: Robins, Blue Birds, Cardinals and Orioles. Give each pupil a score folder which tells in pictures the foods which make up a better breakfast. Tell pupils to make daily check of the foods eaten for breakfast. Weekly, you grade pupils' score folders, and use the wall poster to score the positions of the 4 teams. The game lasts 3 weeks. Then, add up team scores. Each member of the winning team gets a colorful EARLY BIRD BUTTON!

We need not tell you that this game is important—breakfast is the most neglected meal among school children... the meal which should build up vitality and alertness!

Kellogg's cereals will go a long way in making breakfast a more popular and more nourishing meal. Kellogg's PEP, for example, consists of crisp flakes of whole

wheat and gives the day's need of vitamin D in a single bowlful! All Kellogg's cereals either are made from the whole grain, or are restored to whole-grain values of thiamine, niacin and iron.

IT'S A GIFT!

Write for Kellogg's Early Bird Breakfast Game. Be sure to tell us how many pupils in your class. We'll send you poster, score folders and prize buttons. Write to Kellogg's, CSJ-9-49, Home Economics Services, Battle Creek, Mich.



For a better breakfast
better eat
Kellogg's

- ★ KELLOGG'S CORN FLAKES
- ★ RICE KRISPES
- ★ 40% BRAN FLAKES
- ★ ALL-BRAN
- ★ RAISIN BRAN FLAKES
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- ★ CORN-SOYA

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New Books of Value to Teachers

(Continued from page 259)

U.S.A. — Measure of a Nation

By Thomas R. Carskadon and Rudolf Modley. Paper, 112 pp., The Twentieth Century Fund and The Macmillan Co., New York, N. Y.

A survey of America's economic machine, in terms of growth, output, and capabilities, in order to show what is necessary for America to provide an adequate standard of living for all its citizens. Figures are estimated according to what the dollar could buy in 1947, and potentials of production and improvement are indicated on the assumption that there won't be any wars within the next decade. The book gives only the possibilities of increased production and improved standards of living. No plan for achieving the material welfare our population and resources make possible is attempted.

Modern-School Geometry, New Edition

By Schorling, Clark & Smith. Cloth, 448 pp., illus., \$1.38. World Book Co., Yonkers 5, N. Y., 1948.

This revision was made to translate into teachable classroom practice the recommendations of the Second Report of the Commission on Post-War Plans compiled by the National Council of Teachers of Mathematics. The emphasis is on logical thinking.

At the end of the book is a series of exercises which give practice in applying the principles of arithmetic and algebra which the student has learned.

Mathematics for the Consumer

By Schorling, Clark & Lankford. Cloth, 448 pp., illus. World Book Co., Yonkers 5, N. Y., 1947.

The need for a special course in consumer mathematics is well stated in the following words from the preface of this postwar textbook: "It is a tragic mistake to assume that the ordinary citizen will need no more mathematics than did his great grandparents. Today the mathematical needs of our citizens go beyond mere mechanical skill in the fundamental operations. There are a few basic mathematical ideas and principles without which man can neither read nor think intelligently about the ordinary affairs of daily living."

The book is far more than a refresher course; it gives the senior high school student much that he has not learned in the previous grades. Subjects treated are: statistics, buying credit, budgets, investments, security, taxation, computing costs of utilities, etc.

Henry the Eighth

By Theodore Maynard. Cloth, 448 pp., \$3.75. The Bruce Publishing Co., Milwaukee 1, Wis.

England's break with Rome is the most confusing phase of a complex period. It shouldn't have happened. The English are conservative and early sixteenth century England was short of heretics. Ecclesiastical administration was chaotic, as it was throughout Europe, but that was an occasion, not the cause of the break. Wolsey for all his brilliance was indeed shortsighted, but that again was occasion, not cause. The causes were two — the indifference of the English nobility and Henry VIII, who fed his lust and greed on the faith and welfare of a whole nation. He duped his people, tyrannized them, and robbed them. And yet they loved him. Any attempt to explain his career must explain that love, for if ever he had lost it, he could never have put away a queen to whom his people were devoted, consorted with a woman they loathed, dissipated the country's wealth, and undermined its faith in spite of its sincere piety. Somehow or other with the help of his trump card and his colossal brass, he outwitted the Pope and outmaneuvered Charles V. Of course his tricks boomeranged. He had intended England to remain Catholic without the Pope, but with independence, willy-nilly, he achieved as well the Protestantism he hated as much as he hated the Pope.

Here is a truly fine biography of a fascinating personality. Maynard's scholarship and understanding bring to life the people of a remarkable era. He takes exception in several instances to the judgments of Belloc, and the portrait of Henry's first Katherine is much more flattering than most historians afford. There is, however, balance sufficient in the book as a whole to speak in favor of its less accepted opinions. In short, this is Maynard at his best, and a very good best it is.

Arithmetic for Young America

Revised edition of six books for grades 3-8. World Book Co., Yonkers 5, N. Y.

The books stress an understanding of numbers, development in problem solving, intelligent mastery of skills, arithmetic in the child's environment, growth in ability to reason. Each book is accompanied by a teacher's manual.

Grade Three, by Clark, Baldwin & Clark.

Grade Four, by Clark, Baldwin & Clark.

Grade Five, by Clark, Hoye & Clark.

Grade Six, by Clark, Hoye & Clark.

Grade Seven, by Schorling, Clark & Smith.

Grade Eight, by Schorling, Clark & Smith.

Algebra: First Course

By Schorling, Smith & Clark. Cloth, 416 pp., illus., \$1.92. World Book Co., Yonkers 5, N. Y., 1949.

Here the definitions, principles, and processes of algebra are explained clearly in terms of the student's previous experience in arithmetic and language. Explanations are reinforced by simple applications. These and the other principles set forth in the recent compilation of the Commission on Post-War Plans of the National Council of Teachers of Mathematics are written into this new practical textbook.

English Handbook

By Matilda Bailey & Gunnar Horn. Cloth, 416 pp., \$1.88. American Book Co., New York 16, N. Y.

Here is a practical, well planned handbook for general use. It may be studied or used for reference by junior or senior high school students, by college students, by writers and editors, by business men — in fact, by everybody.

It covers grammar and usage, spelling, structure of sentences and paragraphs, letter writing, library techniques, research, and the mechanics of arranging a manuscript. For example, the brief logical treatment of principles governing hyphenated words and the clarity with which unity, coherence, and emphasis in sentences are presented will elicit admiration from a teacher or editor.

The Drama of the Rosary

By Isidore O'Brien, O.F.M. Cloth, 164 pp., \$1.50. St. Anthony Guild Press, Paterson, N. J., 1948.

"Some informal thoughts on the fifteen mysteries" is the subtitle. The well-stated thoughts on each mystery will help any reader to pray the rosary with increased understanding and devotion.

Stories About Saint Francis

By Eusebius Arundel, O.F.M. Book II, *The Little Brothers*. Paper, 80 pp., illus., 75 cents. St. Anthony Guild Press, Paterson, N. J.

Small children will enjoy this big-type book with its stories about St. Francis of Assisi and his companions called the Little Brothers.

Course of Study in Religion

Eight books reproduced from typewritten pages, paper bound. Each book \$1. The Curriculum Committee, New York State Council, Catholic School Superintendents, 257 East Onondaga St., Syracuse 3, N. Y., 1948.

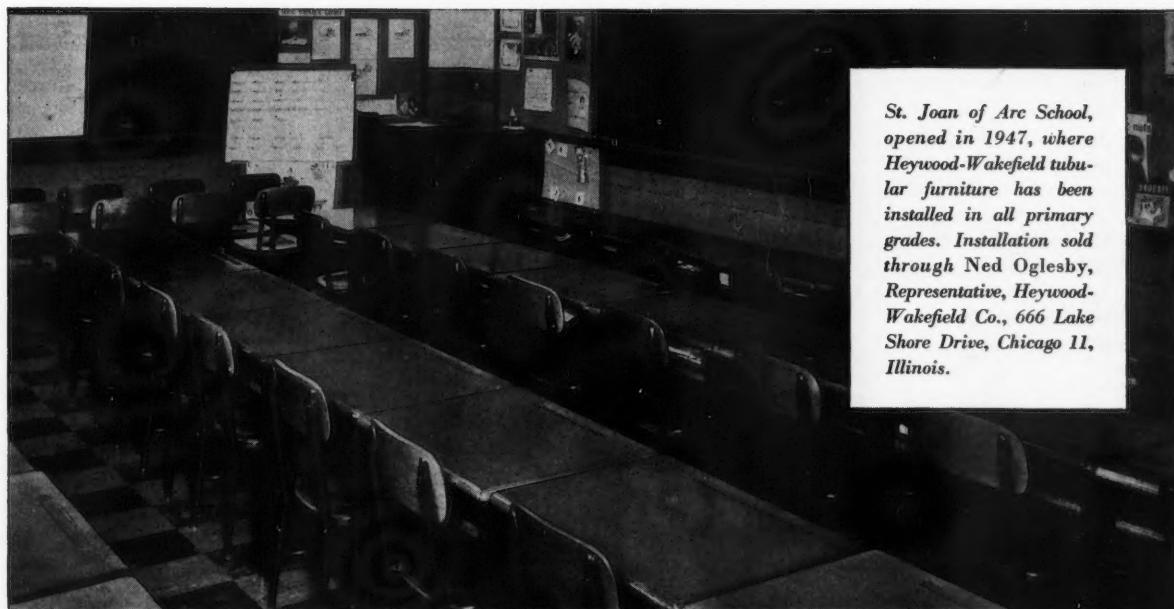
These are outlines of "A Tentative Course of Study for the Catholic Schools of the Dioceses of New York State," built upon the religion

(Continued on page 58A)

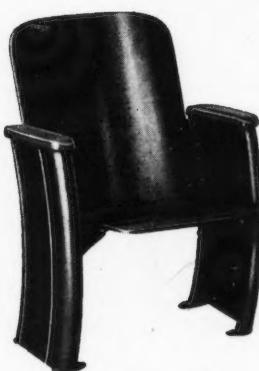
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Utility Racks
Key Cabinets
Lockers

Catholic Education News

(Continued from page 53A)

Region 2, at Flint. Convention Chairman, Howard Jackson, 2560 Tyrone, Flint 4, Mich.

• Oct. 13-14. Michigan Education Association, Region 3, at East Lansing. Chairman, Albert J. Huggott, Division of Education, Michigan State College, East Lansing, Mich.

• Oct. 13-14. Minnesota Education Association, Northeast Division, at Duluth. Chairman, John Moriarity, 1814 Jefferson, Duluth, Minn.

• Oct. 13-14. Oklahoma City-Tulsa Diocesan Teachers Institute, at Oklahoma City, Okla. Chairman, Rev. Gavan P. Monaghan, Diocesan Supt. of Schools, Box 510, Edmond, Okla.

• Oct. 13-14. Oklahoma Vocational Associa-

tion at Oklahoma City. Secretary, E. P. Chandler, A. & M. College, Stillwater, Okla.

• Oct. 13-15. Utah Education Association, at Salt Lake City. Secretary, Allan M. West, 20½ South Main Street, Salt Lake City, Utah.

• Oct. 13-17. National Council on Schoolhouse Construction at Indianapolis, Ind. Chairman, Dr. Henry L. Smith, Indiana University, Indianapolis, Ind.

• Oct. 14. Diocesan Teachers' Institute, at Lansing, Mich. Chairman, Rev. Jerome V. MacEachin, 601 Abbott Road, East Lansing, Mich.

• Oct. 14. New York State Teachers Association, Central Zone, at Syracuse. Chairman, Dorothy Maywalt Busch, West High School, Auburn, N. Y.

• Oct. 14. New York State Teachers Association, Eastern Zone, at Albany. Secretary, Genevieve E. Bazinet, Glen Falls High School, Glen Falls, N. Y.

• Oct. 14. Washington Education Association, Seattle Area, at Seattle. Chairman, L. M. Dimmitt, County Supt., 310 County-City Bldg., Seattle 4, Wash.

• Oct. 15. Illinois Unit, Catholic Library Association, at River Forest. Chairman, Sister Mary Elvira, O.S.F., College of St. Francis, Joliet, Ill.

• Oct. 16-18. South Dakota Education Association, Central District, at Pierre, S. Dak. Secretary, C. C. Jacobson, 218 So. Main Ave., Sioux Falls, S. Dak.

• Oct. 16-18. South Dakota Education Association, Northeast District, at Aberdeen. Secretary, C. C. Jacobson, 218 South Main Ave., Sioux Falls, S. Dak.

• Oct. 16-18. South Dakota Education Association, Southeast District, at Sioux Falls. Secretary, C. C. Jacobson, 218 South Main Ave., Sioux Falls, S. Dak.

• Oct. 16-18. South Dakota Education Association, Western District, at Rapid City. Secretary, C. C. Jacobson, 218 So. Main Ave., Sioux Falls, S. Dak.

• Oct. 17. Washington Education Association, Wenatchee Area, at Wenatchee, Wash. Chairman, Paul Fergeson, Supt. of Schools, Wenatchee, Wash.

• Oct. 17-18. South Dakota Industrial Arts Association, at Rapid City, Sioux Falls, Pierre, Aberdeen. District Meetings in connection with South Dakota Vocational Association. Secretary, Roy Sterrett, Brookings, S. Dak.

• Oct. 17-18. South Dakota Vocational Association, District meetings at Rapid City, Sioux Falls, Pierre, Aberdeen. Secretary, O. H. Schwentker, Rapid City High School, Rapid City, S. Dak.

• Oct. 18. Washington Education Association, Yakima Area, at Yakima. Chairman, Milton Martin, Supt. of Schools, Yakima, Wash.

• Oct. 18-20. Confraternity of Christian Doctrine, Regional Congress at Galveston, Tex.

• Oct. 19. Washington Education Association, Richland Area, at Richland. Chairman, A. A. Sandin, Asst. Supt. of Schools, Richland, Wash.

• Oct. 19-21. Nebraska State Education Assn., District 6, at Sidney. Chairman, Dean Emory A. Austin, 2110 First Avenue, Scottsbluff, Neb.

• Oct. 19-21. North Dakota Education Association, at Minot, N. Dak. Secretary, Paul A. Dalager, Box 1086, Bismarck, N. Dak.

• Oct. 19-22. Catholic Educational Assn. of Pennsylvania, at Wilkes-Barre. Chairman, Rev. John J. Maher, 308 Wyoming Ave., Scranton, Pa.

• Oct. 20. Washington Education Assn., Walla Walla Area, at Walla Walla. Chairman, Mrs. Evan Stull, County Supt., Walla Walla, Wash.

• Oct. 20-21. Minnesota Vocational Association at Minneapolis. Chairman, Clarence Funk, Vocational Division, Shubert Bldg., St. Paul, Minn.

• Oct. 20-21. New Hampshire Teachers Association at Manchester. Chairman, John H. Starie, 63 N. Main St., Concord, N. H.

• Oct. 20-22. Maryland State Teachers Association, at Baltimore. Chairman, Milson C. Raver, 1101 N. Calvert St., Baltimore 2, Md.

• Oct. 21. Lincoln Diocese, Dept. of Education, at Lincoln, Neb. Secretary, Rev. T. L. Mercier, Diocesan Supt., 514 S. 18th St., Lincoln, Neb.

• Oct. 21. New York State Teachers Association (Long Island Zone), at Hempstead. Secretary, John Meeker, East Hampton, N. Y.

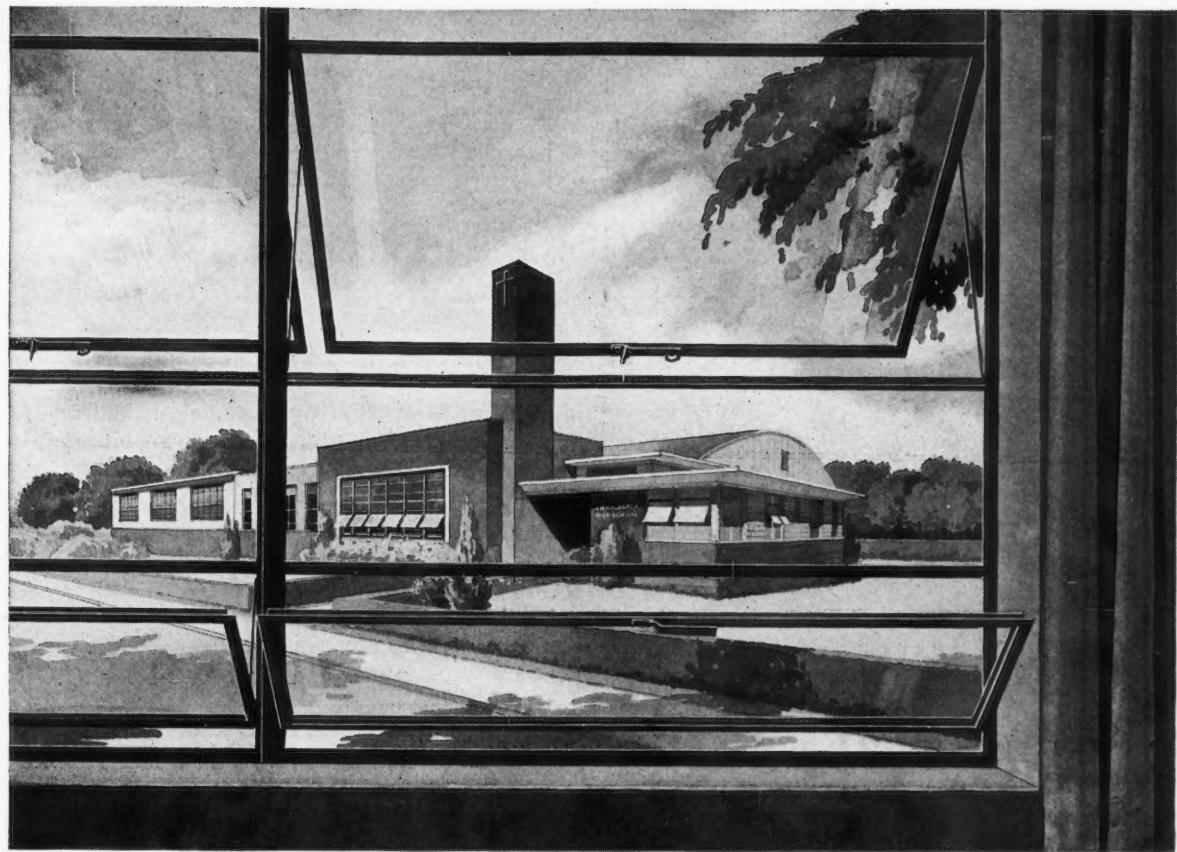
• Oct. 21. Washington Education Assn., Spokane Regional Convention—Institute, at Spokane. Chairman, Warren Morgan, 2407 N. Stevens, Spokane 12, Wash.

• Oct. 21-22. Confraternity of Christian Doctrine, Province of New Orleans, at Alexandria, La. Chairman, Rev. Aloysius Olinger, P.O. Box 403, Alexandria, La.

• Oct. 21-22. New York State Teachers Association, Central Western Zone, at Rochester. Chairman, Leon C. Friel, John Marshall High School, Rochester 13, N. Y.

• Oct. 21-22. Wyoming Education Association, Delegate Assembly at Rawlins.

(Concluded on page 58A)

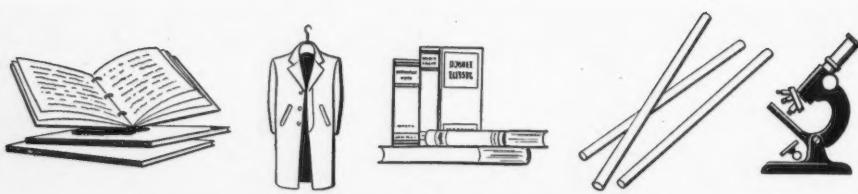


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Catholic Education News

(Concluded from page 56A)

• Oct. 24. Archdiocese of San Antonio Teachers' Institute, at San Antonio, Tex. Chairman, Very Rev. John L. Morkovsky, 230 Dwyer, San Antonio 5, Tex.

• Oct. 24-27. Catholic Schools, Diocese of Mobile, at Mobile and Birmingham, Ala. Chairman, Rev. Leo M. Byrnes, P.O. Drawer 129, Mobile 1, Ala.

• Oct. 24-28. American Public Health Association, at New York, N. Y. Chairman, Mrs. Willimina Rayne Walsh, Association Secretary, 1790 Broadway, New York 19, N. Y.

• Oct. 24-28. National Safety Council, at Chicago, Ill. Chairman, R. L. Forney, 20 N. Wacker Drive, Chicago 6, Ill.

• Oct. 26-28. New Mexico Education Association, at Albuquerque, N. Mex. Vocational Association to meet one day during the convention. Secretary, L. C. Dalton, State Supervisor, Agriculture Educ., Box 98, State College, N. Mex.

• Oct. 26-29. Maryland Vocational Association, at Baltimore. Secretary, Kenneth G. Horvath, School No. 297, Baltimore 31, Md.

• Oct. 27. Indiana Vocational Association, at Indianapolis. Secretary, Glen Barkes, 802 E. Market St., New Albany, Ind.

• Oct. 27-28. Teachers' Institute, Diocese of Richmond, at Richmond. Chairman, Rev. J. L. Flaherty, Supt., 807 Cathedral Place, Richmond, Va.

• Oct. 27-28. Colorado Education Association, at Denver. Secretary, Craig P. Minear, 1605 Pennsylvania St., Denver 5, Colo.

• Oct. 27-28. Colorado Education Association, Division at Durango. Secretary, Craig P. Minear, 1605 Pennsylvania St., Denver 5, Colo.

• Oct. 27-28. Colorado Education Association, Division at Grand Junction. Secretary, Craig P. Minear, 1605 Pennsylvania St., Denver 5, Colo.

• Oct. 27-28. Colorado Education Association — Southern Division, at Pueblo. President, Achsah Hardin, Central High School, Pueblo, Colo.

• Oct. 27-28. Indiana State Teachers Association at Indianapolis. Chairman, Robert H. Wyatt, 203 Hotel Lincoln, Indianapolis, Ind.

• Oct. 27-28. Maine Teachers Association, at Bangor. Secretary, Clyde Russell, 146 State St., Augusta, Me.

• Oct. 27-28. Michigan Education Association, Region 8, at Kalamazoo. Chairman, O. K. Christian, Central High School, Kalamazoo, Mich.

• Oct. 27-28. Montana Education Association, North Central District, at Great Falls. Chairman, Sid D. Bachelder, Gibson Junior High School, Great Falls, Mont.

• Oct. 27-28. Nebraska Vocational Association, at Lincoln, Neb. Chairman, E. H. Parrish, Omaha Public Schools, Omaha, Neb.

• Oct. 27-29. Montana Education Association, Eastern District, at Miles City. President, Miss Bessie Livingstone, Glendive, Mont.

• Oct. 27-29. Montana Education Association, Northeastern District, at Glasgow. President, Rex Dalley, Hinsdale, Mont.

• Oct. 27-28. Montana Education Association, Northwest District, at Missoula. Secretary, Kles Larson, Franklin School, Missoula, Mont.

• Oct. 28. Connecticut Education Association, two sectional meetings, at Hartford and New Haven. Secretary, Lyndon U. Pratt, 21 Oak St., Hartford 6, Conn.

• Oct. 28. New York State Teachers' Association, South Eastern Zone, at New York City. President, Clayton E. Seeber, 4 Lewis Ave., Poughkeepsie, N. Y.

• Oct. 28. New York State Teachers' Association, Western Zone, at Buffalo. Chairman, Gordon Higgins, Principal, School No. 6, Buffalo, N. Y.

New Books

(Continued from page 54A)

program in the elementary curriculum "Guiding Growth in Christian Social Living." The work for each grade is outlined in detail.

The Catholic Reformation

By Pierre Janelle. Cloth, illus., 416 pp., \$4.50. The Bruce Publishing Co., Milwaukee 1, Wis.

Dr. Janelle's thesis is that the Catholic Reformation, though affected by Protestantism, was not caused by it. In proof he describes the roots of the movement manifested some forty years before Luther's 95 theses. The need for reform was undeniable, but abuses were not in matters of doctrine, as Protestants claim. The Church was organized feudally in an age no longer medieval in spirit or social structure. The result was anarchy. Monastic and secular discipline overlapped. Bishops more often ruled nations than dioceses, and kings had more influence in ecclesiastical affairs than the Pope. And the Pope was handicapped in his attempts at reform by the seeming necessity of temporal strength. Reform would have been achieved sooner and much disaster could have been avoided if the princes who were later to condemn the Church had not been so jealous of her wealth and her power. The reform movement, when at last it reached its full power, was not only to reorganize the Church and define its doctrine, but to impregnate the spirit not only of the Catholic world, but of those nations which had succumbed to Protestantism as well. The early phases of the Reform, the achievements of the Council of Trent, and the organization of the Society of Jesus are well told, but the truly original part of the book is the discussion of the relationship between the Catholic Reformation

(Continued on page 60A)



Floor of Northern Hard Maple, 80 x 100 feet, a dual-purpose innovation which combines gymnasium and roller-skating rink, at Archbishop Stepinac High School, White Plains, N. Y.—an interesting development in supervised recreation. Eggers & Higgins, Architects, New York, N. Y.



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For full data, see Sweet's, Arch., 13/g/6—Eng., 4/5/22. Write for latest listing of **MFMA**-approved finishing products and processes. Address—

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New Books

(Continued from page 58A)

and the art and education of the whole of Europe. For instance, in Protestant England, Herbert, Vaughn, and other Anglican metaphysical poets could not have written as they did without continental examples of Christian poetry within classical form. One might, however, criticize Dr. Janelle's tendency to slight the accomplishments of the Middle Ages in favor of the new art.

The book is well authenticated, though few of the sources listed are available in English. Probably it will prove too difficult for high school students, but it is a study important to anyone who seeks to teach or to understand this difficult period in western history.

Our American Heritage

By Rose M. Murphy. Paper, 238 pp., illus. (with booklet of tests and teacher's key), 65 cents. College Entrance Book Co., New York 11, N. Y.

A workbook and study guide for seventh or eighth grade American history. Page assignments are given for 16 popular textbooks. Picture stories introduce the lessons. Projects are suggested. Blank-filling exercises are features. Maps are supplied where needed. Supplementary reading is listed. This is a carefully planned book.

The Folk Dance Library

By Anne S. Duggan, Jeanette Schlottmann, and Abbie Rutledge. Five folio volumes, cloth, illus. \$15 for five vols. Not sold separately. A. S. Barnes & Co., New York 18, N. Y.

The volumes are entitled respectively: *The Teaching of Folk Dance*; *Folk Dances of the United States and Mexico*; *Folk Dances of the British Isles*; *Folk Dances of European Countries*; *Folk Dances of Scandinavia*. The publishers claim that this is the most comprehensive work on folk dance material ever published—and this claim

seems quite reasonable to one who examines the vast amount of material involved. Detailed directions are given with diagrams, music, and other illustrations, in addition to geographical backgrounds and all the information wanted by amateur or expert. The material is intended for all levels of school or organization, from kindergarten to college.

Making Sure of Arithmetic, Grade 1

By Robert L. Morton & Merle Gray. Paper, 144 pp., illus. Silver Burdett Co., New York, N. Y.

This pictorial work-text book is one unit of a new series for elementary school arithmetic already reviewed in this journal. It is intended for classroom use rather than as busy-work. Notes to the teacher referring to the pictorial lessons and to pages of the teacher's guide are printed at the bottom of each page. These lessons are planned to build an adequate foundation of number concepts on which to base future work in arithmetic.

No Greater Service

By Sister M. Rosalita, I.H.M. Cloth, 883 pp., illus. Congregation of the Sisters, Servants of the Immaculate Heart of Mary, Monroe, Mich., 1948.

This is "The History of the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, Monroe, Michigan." The congregation began at Monroe, Mich., in 1845. Mother Mary Therese Maxis was the first superior and Father Louis Gillet, C.S.S.R., was the first director, who collaborated with the Sisters in compiling a constitution based on the rules of the Redemptorist Fathers.

Sister Rosalita, however, begins her history with that of the French settlements in the Northeast and the efforts of the early missionaries to convert and educate the Indians and to care for the white settlers. Detroit and the other Michigan settlements were an offshoot of these.

The large number of schools in charge of I.H.M. Sisters, headed by the well-known Marygrove College in Detroit, are a resultant of the pioneering of a community of four women.

The book which is well documented will be welcomed by all, especially by those interested in compiling the authentic history of the Church and of Catholic education in America.

A second book (313 pp.), edited by Sister Rosalita, presents briefly the chronicles of "The Motherhouse and Missions" of these same Sisters.

Mission Plays

By Paul Spaeth: *Book to Book*, for mixed cast of 10, playing time 23 minutes; *Here Today and Share Tomorrow*, for mixed cast of 23, playing time 18 minutes; *My Story*, for mixed cast of 24, playing time 20 minutes. Four copies of each play, \$1.25. Catholic Students' Mission Crusade, Shattuck Ave., Cincinnati 26, Ohio.

These are intended primarily for high school or college students. They require no scenery and few props. *Book to Book* is a comedy dream allegory in which a student's textbooks let him see how frightful they could be if it were not for Christian influences. *Here Today and Share Tomorrow* is a humorous story of generosity. *My Story* is a vocation playlet in which small groups act out the life of a young man graduate who doesn't know what he is going to do.

No royalty is required for these three plays. The C.S.M.C. will send, upon request, a catalog of other plays suitable for school or parish groups.

The Exceptional Child

This pamphlet is Vol. XVII, No. 5 (July, 1949) of the *Educational Bulletin* published by the Department of Education of the State of Kentucky, Frankfort, Ky.

The booklet discusses the teaching of excep-

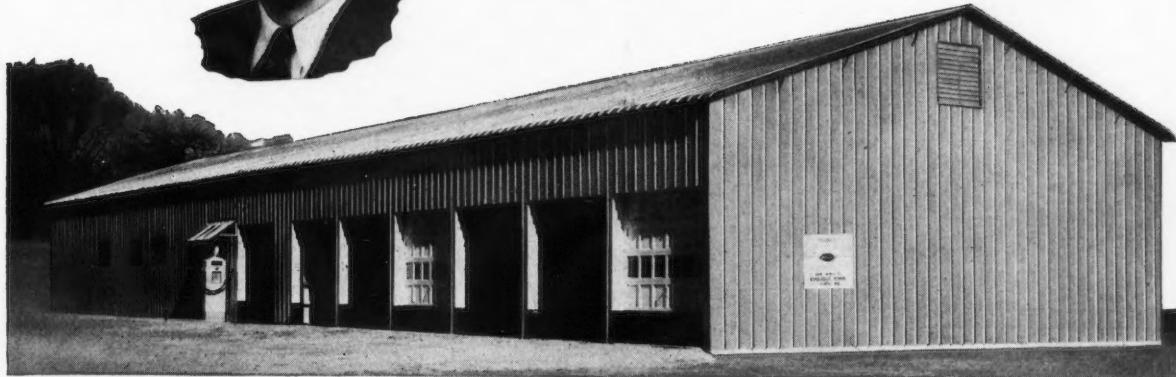
(Continued on page 62A)

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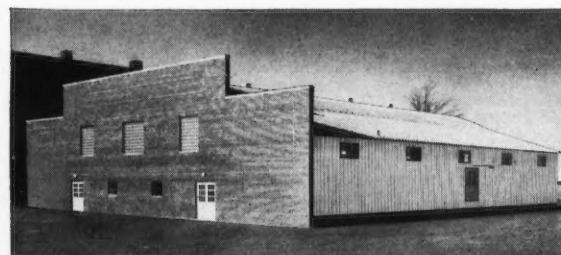
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INDIAN VILLAGE: Group project of third graders in a Minneapolis, Minn., school. Tu-Build furnished the structural framework. Children expressed their own ideas in details, using materials found in every schoolroom.

New Books

(Continued from page 60A)

tional children with mental or physical handicaps. Under physical handicaps are included the orthopedically handicapped, deaf and hard-of-hearing, visually handicapped, and the child with defective speech. Mental handicaps refer to gifted children as well as to the slow learning and the educable mentally retarded.

Bibliographies refer the reader to many books or articles on the subjects discussed. The authors recommend that, whenever feasible, the handicapped child be taught in a regular school.

Heston Personal Adjustment Inventory

By Joseph C. Heston, Ph.D. Inventory of 16 pp., package of 25, \$2.25. Manual, 30 cents. Specimen set, 35 cents. World Book Co., Yonkers 5, N. Y.

The personality test measures the adjustment of the normal individual. It is designed for the high school or college student who needs guidance rather than clinical attention.

Business English in Action

By Tressler & Lipman. Cloth, 546 pp., illus., \$2.80. D. C. Heath & Co., Boston 16, Mass., 1949.

Here is a new, practical textbook in oral and written English for business. Part One, about three fifths of the book, consists of lessons in "Speaking and Writing on the Job." Part Two is a "Handbook of Grammar and Usage" for reference while in school and afterwards when the former student is applying his training to actual business writing and speaking.

Topics treated include business conversation; letters; courtesy to superiors, subordinates, co-workers, and customers; speaking to a group; writing reports; etc.

Illustrations include photographs of business situations, forms of letters and office forms, and

a very large number of cartoons which dramatize the important points of the lessons.

New Brief Review in Plane Geometry

By Robbins & Shanholz. Paper, 156 pp., illus., 25 cents. College Entrance Book Co., Inc., New York 11, N. Y., 1948.

Here is a useful review of principles, exercises, problems, geometric terms, etc. It includes sections on trigonometry. There are added 64 pages of Regents' examinations in geometry. A teacher's key is supplied with a class order.

Vitalized English

By Didas, and others. Paper, 285 pp., illus., 60 cents. College Entrance Book Co., New York 11, N. Y., 1948.

A condensed review of the fundamentals of usage taught in high schools with explanations, examples, diagrams, model compositions, literary appreciation, etc., concluding with 53 pages of recent Regents' examinations in English. A teacher's key is available.

Brief Spanish Grammar for Colleges (Revised)

By Hills, Ford & Rivera. Cloth, 232 pp., \$2. D. C. Heath & Co., Boston 16, Mass.

A basic textbook for beginners who want to master the essentials in the shortest possible time. There are 30 lessons with a review (including composition) and an appendix of supplementary (optional) material.

El Español Al Día (Book I)

By Turk & Allen. Cloth, 331 pp., illus. D. C. Heath & Co., Boston 16, Mass.

A high school textbook of 45 lessons and nine reviews for the first year of Spanish. The *dialogos* deal with situations in the classroom, home, and community.

Historical Fiction

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\$3.50. McKinley Publishing Co., Philadelphia 30, Pa., 1949.

This is a list of titles of historical fiction and other reading references for classes in junior and senior high schools. The 1949 book is the fourth revised edition.

Kalak of the Ice

By Jim Kjelgaard. Paper, 204 pp., illus., \$2.50. Holiday House, New York 11, N. Y., 1949.

The story of a polar bear and her cubs and the life of men in the Arctic regions.

Sociology: An Introduction to Sociological Analysis

By Timasheff & Focey. Cloth, 413 pp., \$3.25. The Bruce Publishing Co., Milwaukee 1, Wis., 1949.

A textbook for the first college course in sociology. It lays down the fundamental objective principles for the scientific study of community relations, beginning with the contemporary American family, as it is, not necessarily as it ought to be.

The book, although well within the comprehension of a college student, is intended as a basis for discussion, explanation, and elucidation by the teacher.

Guide for Planning School Plants (1949 ed.)

By Plant Guide Committee. Paper, 181 pp., illus., \$1.25. Available from W. D. McClurkin, Secretary, National Council on Schoolhouse Construction, Peabody College, Nashville, Tenn.

A comprehensive set of principles for school administrators, architects, and all persons concerned with planning and building school plants from kindergarten to 14th grade.

This valuable guide first appeared in print in 1930. The 1949 edition is the result of continuous study and revision. Catholic school officials will

(Continued on page 65A)



The Boston Bulldog

A new Pencil Sharpener with a Heavy Steel frame and simplified double bearing design . . . famous solid steel cutters (15 cutting edges). It's tough and successfully battles the wear and tear of school or office—at relatively low cost. Mail coupon for complete details about this Boston Bulldog model.



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New Books

(Continued from page 62A)

and herein a wealth of information based on the experience of public educators.

Marian Latin Series

By Roy J. Deferrari & Sister Francis Joseph, I.H.M. The Bruce Publishing Co., Milwaukee 1, Wis. *First Year Latin*, Cloth, 320 pp., illus., \$2. Copyright, 1947. *Second Year Latin*, Cloth, 362 pp., illus., \$2.48. Copyright, 1948.

The first book is a simple presentation of the fundamentals of Latin grammar. Later reading lessons consist of extracts from Caesar's Helvetic campaign. The classical pronunciation is taught as a basic standard and the Italian pronunciation is explained and expected to be used in the optional lessons in Church Latin. This appears to be a teachable textbook.

The second year book begins with an historical and biographical introduction to Caesar's Gallic War. Part II contains selections from Caesar's Commentaries, and Part III consists of Ecclesiastical Latin, including selections from the Ordinary and Proper of the Mass, hymns, prayers, etc.

In addition to lessons in vocabulary, grammar, and composition, there is much of history and background. This, too, is apparently a teachable book.

The Teacher's Technique (Revised)

By Charles E. Holley. Cloth, 370 pp., \$3. The Garrard Press, Champaign, Ill., 1949.

A simplified discussion of principles and methods slanted in the direction of the beginning teacher but also intended to aid the experienced. Newer trends in pedagogical thinking are favored, but recommendations are, in general, conservative. The author censures teacher-training schools which try to fit all student teachers into one mold.

Advice for Boys

By Rev. T. C. Siekmann. Cloth, 148 pp., \$2.50. Joseph F. Wagner, Inc., New York, N. Y., 1947.

A series of simple, very practical talks to Catholic boys about the spiritual life. They are intended for the ordinary boy. They show clearly and forcefully that God loves each individual, not merely the exceptionally devout. Any boy would derive profit from reading this book.

How to Teach High School English

By Dorothy Dakin. Cloth, 608 pp., \$3.50. D. C. Heath & Co., Boston 16, Mass., 1947.

This revision of Miss Dakin's earlier book, *Talks to Beginning Teachers of English*, is still a well-written series of talks suggesting methods and supplying concrete examples. We like, especially, her scheme for teaching functional grammar, one subject at a time, throughout the four or six years of high school. That, of course, is taught as an effective tool for composition.

The suggestions for co-operation with teachers of other subjects are quite practical; some of them will help to solve the problem of supplying subjects for composition. We like, too, the arrangement of the book. Part I concerns composition, Part II, literature, and Part III, extracurricular activities, while 100 pages are given to appendices on miscellaneous subjects. The practice of mixing all these things in a series of lessons, as is done in some textbooks, is rather confusing.

The Administration of High School Athletics

By Charles E. Forsythe. Cloth, 460 pp., \$4. Prentice-Hall, Inc., New York 11, N. Y., 1948.

This is a second edition. The author is the assistant superintendent of interscholastic athletics of the Michigan department of public instruction and state director of athletics of the Michigan High School Athletic Association.

The book is not a manual on coaching, but a comprehensive discussion of all phases of

administration—rules for contests, equipment, finances, sanitation, safety, etc.

The Prayer Life of a Religious

By Rev. Peter A. Resch, S.M., S.T.D. Cloth, 691 pp., \$6. Benziger Brothers, Inc., New York 7, N. Y.

"To add variety to the form and choice" of subjects for meditation on "open" days, Father Resch has assembled these meditations already familiar to the members of his own religious household. They are grouped under: The basic commandments of God, the religious state; the religious profession, self-abnegation, religious poverty, the spirit of submission, and many other practical general and specific subjects.

Young People's Book of Jet Propulsion

By Frank Ross, Jr. Cloth, 128 pp., illus., \$2.75. Robert M. McBride & Co., New York 16, N. Y.

The principles of jet propulsion are explained in simple language for the reader who has no previous knowledge of them. The various types of jet engines or power plants are set forth together with descriptions of the crafts in which they are used.

The Study of History: With Helpful Suggestions for the Beginner

By Richard H. Bauer. Paper, 36 pp., 45 cents. McKinley Publishing Co., Philadelphia 30, Pa.

A professor of history has written this booklet to help freshman and other college students to see the value of history and to proceed to its study in an orderly way. The hints for study are the most useful features.

Leading American Statesmen to 1865

By John P. Dix. Paper, 64 pp., 75 cents. McKinley Publishing Co., Philadelphia 30, Pa.

Intended for the high school student, "to introduce, develop, or clinch and summarize the

(Concluded on page 66A)

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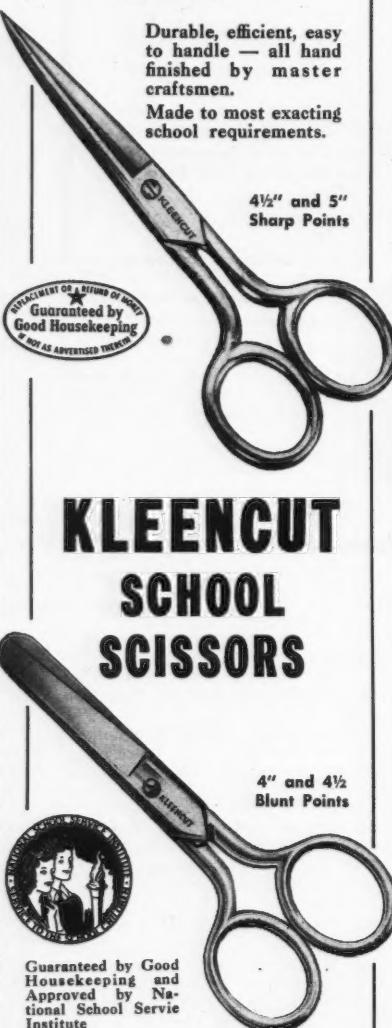
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Manufacturer of
Scissors and Shears



New Books

(Concluded from page 65A)

influence of great Americans." Teachers and students will find it quite interesting and very useful.

Milk for a Nation

A 24-page illustrated booklet explaining the production and distribution of milk. This is one of a number of free booklets obtainable from the National Dairy Council, 111 North Canal St., Chicago 6, Ill. This one is for the junior and senior high school.

The Way to God

By Rev. Winfrid Herbst, S.D.S. Cloth, 303 pp., \$2.75. The Society of the Divine Savior, St. Nazianz, Wis., 1948.

This is a practical spiritual book for all classes of people. It is a development of the meditations appropriate for a brief retreat based on the *Spiritual Exercises of St. Ignatius*. The foreword is written by Rev. Joseph Spaeth, S.J., a spiritual son of St. Ignatius. The thoughts are expressed in the easy conversational style for which Father Herbst is well known. They may serve to help the retreat master in preparing his material. Read by the retreatant they will reinforce the words of the leader. Lastly, they will be welcomed for general spiritual reading.

Chemistry, a Course for High Schools (2nd Ed.)

By Hogg, Alley & Bickel. Cloth, 545 pp., illus. D. Van Nostrand Co., Inc., New York, N. Y., 1948.

A modern textbook which includes findings in radioactivity and atomic energy up to the time of publication. The facts and theories of chemistry are presented in a way intelligible and interesting to the high school students.

The Bag of Fire and Other Tales

By Fan Kissen. Cloth, 168 pp., \$1.80. Houghton Mifflin Co., Boston, Mass.

This collection of 12 radio plays has been developed by a script writer for the New York City public schools station, and actually produced on short wave. The vocabulary and ideas are adapted to fourth-grade classes.

How to be a Good Parishioner

By D. J. Corrigan, C.Ss.R. 10 cents. Liguorian Pamphlet Office, Liguori, Mo.

Alcohol and Human Affairs

By Willard B. Spalding and John R. Montague, M.D. Cloth, 255 pp. World Book Co., Yonkers-on-Hudson, N. Y.

The teacher who desires to teach the evil effects of alcohol will find ample facts in this work. The Catholic teacher will miss, among other things, the positive moral teaching of the Church on the subject.

Stories: A List of Stories to Tell and to Read Aloud

Compiled by Eulalie Steinmetz. Paper, 99 pp., 75 cents. New York Public Library, New York, N. Y.

This annotated list is the result of many years of experience with children's groups at the New York Public Library. Cross indexes of folk tales and heroes are included.

Meditations for Everyman

By Joseph McSorley. Cloth, 205 pp. B. Herder Book Co., St. Louis 2, Mo.

This book, the first volume of a two-book series, offers meditations for Advent, the Christmas season, Lent, and the Easter season to Pentecost. Based on a Scriptural text taken from the Gospels, the brief considerations are especially well adapted to the average lay person and provide a practical application to everyday living in the world. Religious will find in the work a fresh approach to many important spiritual doctrines.

WAYS AND MEANS TO A TRIUMPH AND TO PEACE FOR THE WORLD

Why God has ordained the rosary to be synonymous with power in averting evil, we do not know, but we do know that history offers the facts of the power of Mary's rosary. This being true, we need to have cognizance of the fact that we stand at another, and undoubtedly the most crucial "rosary needed period" in history. Mary said, "If my requests are granted, Russia will be converted and there will be peace. If not, she will scatter her errors throughout the world, provoking wars and persecution of the Church. The good will be martyred, the Holy Father will have much to suffer, various nations will be annihilated."

The family rosary is being strongly advocated and the results are gratifying, but not adequate to meet the demand in a balance, where great evil must be met with far greater good. There is another way to stimulate the Rosary idea, to augment the practice to a tempo in keeping with the onrush of events, to meet and check the tide . . . before it is too late! This way is the block rosary idea.

A plea for the adoption of this practice, in which neighbors gather nightly in a different home to say the rosary for world peace, was made to Catholics across the nation by Rev. William J. Clasby, an air force chaplain stationed at Wright-Patterson Field, Dayton, Ohio, on the Hour of Faith Program, produced by the National Council of Catholic Men and carried by the American Broadcasting Company. Father Clasby said in part: "Not only does it practice the great virtue of charity but it breaks through the walls of apartment houses and spreads the spirit of neighborliness so much needed in our day. People get to know one another in the union of prayer. In this day when our population has become so transient, when there have been tremendous movements of families from one end of the country to the other, and when there are so many people who are lonesome, without friends, what a marvelous device the block rosary becomes to open the doors of friendship to those who have wandered far from family firesides."

An interesting, detailed and effective plan for conducting the block rosary may be obtained through *Catholic Visual Education, Inc.*, 149 Bleecker Street, New York City.

Guided Reading

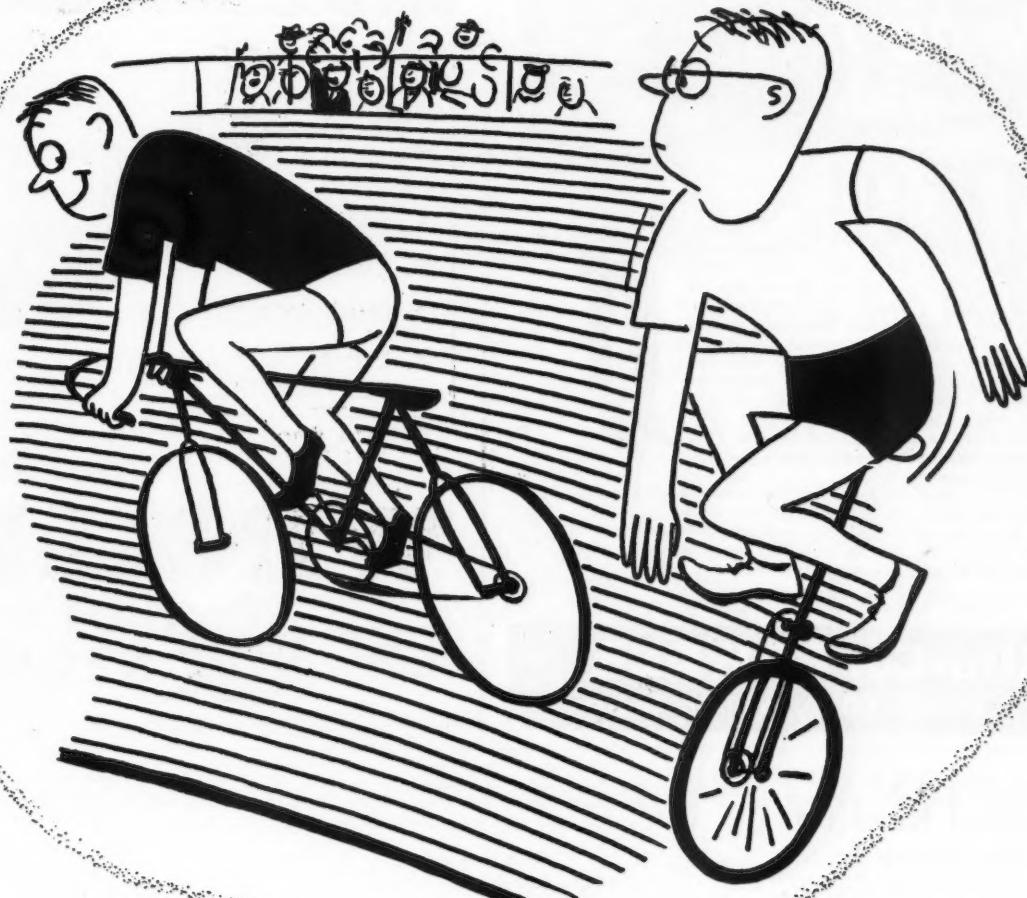
This is the July and August list prepared by the Cathedral Book Club, Rev. Emmett Regan, director, 730 North Wabash Avenue, Chicago 11, Ill. This list is reprinted, with permission, from *The Inside Story*, for July and August, published by The Cathedral Book Club.

CLASS A-1

(Unobjectionable for All)

- A Clouded Star*, Anne Parrish
- Awake in Heaven*, Gerald Vann, O.P.
- A Procession of Saints*, James Broderick, S.J.
- Bride of Fortune* Hartnett Kane
- Big Freeze*, Bellamy Partridge
- Beau James*, Gene Fowler
- Chinatown Family*, Lin Yutang
- Cardinal Mindszenty Speaks*, Cardinal Mindszenty
- Cannon Hill*, Mary Deasy
- Crusade in Europe*, Dwight Eisenhower
- Cardinal Mindszenty*, Bela Fabian
- The City and the Cathedral*, Robert Gordon Anderson
- The Deer Cry*, William Schofield
- The Drama of the Rosary*, Isidore O'Brien
- Experiment in World Order*, Paul McGuire
- Elizabeth, Captive Princess*, Margaret Irwin

(Continued on page 68A)



Pick the one that's made for the job!

Wyandotte
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complete
line

If fast, low-cost dishwashing is your aim, don't let hard water conditions or other problems hold you back. Switch to *specialized Wyandotte Compounds*.

If you wash dishes, glasses and silverware by machine, start using *Wyandotte Keego**. This free-rinsing, non-corrosive product does a thorough washing job *in any water*. It also helps prevent scale formation in the machine.

If you wash by hand, get *Wyandotte Neosuds**. Neosuds makes abundant suds, in hard as well as soft water, but contains no soap. It's easy on the hands and insures bright, sparkling dishes and glassware, free of film, streaks and water spots.

If you prefer a well-balanced soap product for heavy-duty washing, we suggest *Wyandotte H.D.C.** *Wyandotte G.L.X.** detarnishes silverware safely and quickly.

*Wyandotte Steri-Chlor** is an all-purpose germicide for use after the washing opera-

tion. It makes a clear solution, immediately . . . destroys unseen bacteria . . . leaves no undesirable taste or odor. It also makes an excellent germicidal rinse for workers' hands.

In the field of maintenance cleaners, too, Wyandotte makes the *complete* line—including specialized products for mopping, scrubbing, waxing and dewaxing floors, cleaning porcelain, marble and painted surfaces.

Why not discuss your cleaning needs today with your nearest Wyandotte Representative? The benefits of his skill and experience are yours for the asking.

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"On his toes"
with**

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*Naturally,
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*All you can to stop the
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*Simplify this important job by
insisting on the regular use of your
shower and locker room foot tubs con-
taining ALTA-CO POWDER. In economical
solution—one pound per gallon of water—
ALTA-CO kills all the different species of fungi
commonly found in athlete's foot in less than
one minute! ALTA-CO does not irritate the skin,
nor does it damage towels.*

*Stable in solution, ALTA-CO can be tested quickly and
accurately for proper strength with the inexpensive ALTA-CO
TESTER. Dolge can also supply you with sturdy, flexible rubber
foot tubs, with non-slip non-skid safety features, on
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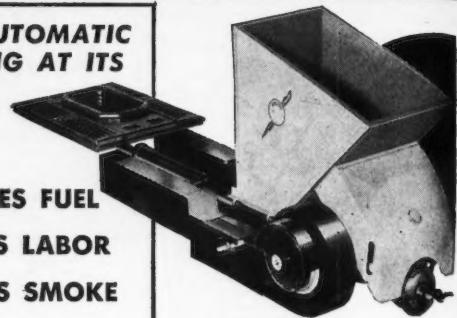


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Guided Reading

(Continued from page 66A)

The Folly of the Cross, Raoul Plus, S.J.
Guide in Mental Prayer, Joseph Simler, S.M.
Glee Wood, Margaret Williams
The Greatest Story Ever Told, Fulton Oursler
The Gathering Storm, Winston Churchill
The Guest-Room Book, Frank J. Sheed
It Gives Me Great Pleasure, Emily Kimbrough
I Capture the Castle, Dodie Smith
Joan of Arc, Maxwell Anderson
John Goffe's Mill, George Woodbury
Kulik's First Seal Hunt, Alma Savage
Late Have I Loved Thee, Ethel Mannin
The Lion Tamer, B. MacMahon
The Mexico We Found, Fanchon Royer
The Meek Shall Inherit, Zofia Kossak
Malabar Farm, Louis Bromfield
Martin, Eddie Doherty
No Place to Hide, David Bradley
New Irish Poets, Devin Garrity
The Next Thing, Katherine Burton
Over the Reefs and Far Away, Robert Gibbings
Our Lady in Our Life, Msgr. Fulton Sheen
Roosevelt and Hopkins, Robert Sherwood
The Road to Damascus, John A. O'Brien
Saint Peter the Apostle, William Walsh
Seeds of Contemplation, Thomas Merton
The Seven Storey Mountain, Thomas Merton
The Seven Miracles of Gubbio, Raymond Bruchberger
Tumbleweed, Eddie Doherty
The Three Brothers, Michael McLaverty
The Vision of Fatima, Thomas McGlynn
The Well O' the World's End, Seumas MacManus

You Can Change the World, James Kellar, M.M.
You and Thousands Like You, Owen Dudley

CLASS A-2

(Unobjectionable for Adults)

The American Democracy, Harold Laski
A Candle For Saint Jude, Rumer Godden
Black Odyssey, Roy Ottley
Bridie Steen, Anne Crone
The Best of Times, Ludwig Bemelmans
Civilization on Trial, Arthur Toynbee
Westward Hail, S. J. Perelman
Courtship and Marriage, John A. O'Brien
Devil's Food, Dorothy Grant
Double Muscadine, France Gaither
The Death of a Salesman, Arthur Miller
Fair Wind To Java, Garland Roark
The Foolish Gentlewoman, Margery Sharpe
How Lost Was My Weekend, David Dodge
How To Stop Worrying and Start Living, Dale Carnegie
The Happy Warrior, Hope Muntz
Intruder in the Dust, William Faulkner
Kinfolk, Pearl Buck
Lace Curtain, Ellis Berlin
Mademoiselle Lavalliere, Edward Murphy
Melissa, Taylor Caldwell
My Glorious Brothers, Howard Fast
The Norwayman, Joseph O'Connor
Peony, Pearl Buck
Planning your Happy Marriage, Daniel A. Lord, S.J.
Prairie Avenue, Arthur Meeker
Remembrance Rock, Carl Sandburg
The Rape of Poland, Stanislaw Mikolajczyk
Total Power, Edmund A. Walsh
What the People Want, Ellis G. Arnall

CLASS B

(Objectionable in Part)

The Brave Bulls, Tom Lea
The Chain, Paul I. Wellman
Cutlass Empire, Van Wyck Mason
Catalina, W. Somerset Maugham
Celeste, Rosamond Marshall
Dinner at Antione's, Frances Parkington Keyes
Doctor Faustus, Thomas Mann
The Doctor Wears Three Faces, Mary Bard
The Elephant and the Castle, R. C. Hutchinson
The God-Seeker, Sinclair Lewis
The Gold Fury, Marian Castle
The Hearth and the Eagle, Anya Seton
The Heart of the Matter, Graham Greene
The King's Pleasure, Jean Plaidy
The Loved One, Evelyn Waugh
Nineteen Eighty-Four, George Orwell
The Plague, Albert Camus
Road to Survival, William Vogt
The Road Between, James Farrell
Shannon's Way, A. J. Cronin
Shake Well Before Using, Bennett Cerf
Saint Elizabeth, Anne Seasholtz
The Shining Mountain, Dale Van Every
Their Finest Hour, Winston Churchill
The Young Lions, Irwin Shaw
The Sky and the Forest, C. S. Forester
The Track of the Cat, Walter Clark
To Hell and Back, Audie Murphy
Toward the Morning, Hervey Allen
The Web of Evil, Lucille Emeric
Without Magnolias, Bucklin Moon

(Concluded on page 78A)



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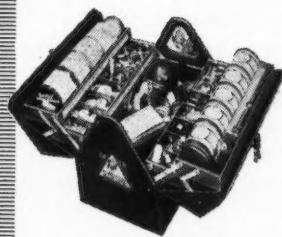
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The 'Sexauer-System' Cures Plumbing Repair Headaches

Brings you 4-way benefits

1. Cuts repair time and costs
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4. Conserves valuable fixtures



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Follow-up to the seat reforming operation, pat'd. "EASY-TITES" outlast ordinary washers 6-to-1. Made of easy-closing DU PONT NEOPRENE, they resist absorption and withstand extreme high temperatures. Fabric-reinforced like a tire — won't split or mush out of shape.

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"MULE-KICK" CREME PORCELAIN POLISH wipes away ugly stains, makes sinks, refrigerators, tile, metal, wood-work gleam. All "MULE-KICK" products have full, protected strength.

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See Our Ad on Page 82



New Supplies and Equipment Production, Service, and Sales News for School Buyers

Improved Hearing Tests

Hearing tests by pure tone, developed by naval personnel during World War II, have been perfected for school use by P. W. Johnston, of the Maternal and Child Health Division of the Massachusetts Department of Public Health. The new method, useful in groups of 20, 30, or 40, is called "The Massachusetts Hearing Test." It is far more accurate than the commonly accepted fading-numbers test, for comparative experiments showed that the old method screened 30 per cent of the children for retesting, the Massachusetts test, only 12 per cent. Retesting cut the Massachusetts figure to 10 per cent, the fading-numbers to 7 per cent. Seventy-five per cent of the children referred to an otologist on the basis of fading-number tests were found to suffer no impairment. Nearly all sent after taking the Massachusetts test needed medical care.

The Maico Company of Minneapolis can provide equipment for the new method by coupling a Maico pure-tone audiometer (Model D-8 or D-9) with standard group testing equipment already in use. RS group phonographic audiometers, for schools which do not have earphone installations, are also available.

The Maico Co., Inc., 2100 N. 3rd Street, Minneapolis 1, Minn.

For brief reference use CSJ-0711.

British Information Filmstrips

Community Centre: Description of the voluntary community centres in Britain which provide social services and recreational facilities in an attempt to recapture the spirit of friendship and community interest which large cities tend

to lose. 35mm. film strip, accompanied by a study guide.

A Harvest Saved: A 35mm. film strip and study guide depicting the battle fought to save the rich farmlands of the East Anglian Fens during the floods which followed Britain's severe winter of 1946-47.

British Information Service, 30 Rockefeller Plaza, New York 20, N. Y.

For brief reference use CSJ-0712.

Westinghouse Educational Center

The Westinghouse Electric Corporation is building a new Educational Center on a 10-acre plot, on Brinton Road, Pittsburgh, Pa. The temporary location of the Center is at 501 Penwood Ave., Wilkinsburg.

The new Center will house the activities of the Westinghouse evening graduate study program (in co-operation with The University of Pittsburgh) as well as the Westinghouse graduate student training course.

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By means of a compound which slows down erosion and a substance which prevents im-

(Continued on page 74A)



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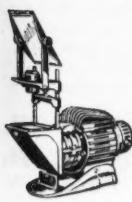
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*Test models were purchased on the open market by the United States Testing Company, Inc. (Test No. 89388, April 20, 1949) Apsco "Premier" Apsco "Chicago"



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New Supplies

(Continued from page 70A)

purities in the glass bulb from reacting with the phosphor coating, Sylvania Electric has developed a fluorescent lamp which will provide 5500 hours or more of light, and which, in the average school will need to be replaced only once every six years.

Sylvania Electric Products, Inc., 500 5th Ave., New York 18, N. Y.

For brief reference use CSJ—0713.

A New Development in School Uniforms

The All American Suppliers are placing on the market this fall a new school uniform for girls, which, according to Assunta Spag McCourt, president of the firm, includes a patented feature that adds a year's life to the garment.

In developing the new uniform Sue Spag says that her staff spent nearly a year in research work and study of standards of sizes for children's garments in order to provide an almost perfect range for sizes of ready-made uniforms. Now, she says, a student who is a "chubby" or all out of proportion can look as well in a properly sized ready-made garment as in one that is custom tailored.

All American Suppliers also have a complete boy's uniform department in charge of Robert McCourt who has been in the boys' and men's wear business for 15 years. Mr. McCourt says that the most popular, practical, and economical boy's uniform in Catholic schools today is: (1) reversible navy blue 100-per-cent wool jacket with tan poplin or gabardine reverse side; (2) light blue broadcloth shirt with slotted collar; (3) navy blue tie with printed school initials; (4) navy blue trousers of tightly woven, long wearing, part wool fabric; (5) navy blue "beanie" hat with school initials; (6) leather belt; (7) black leather shoes.

All American Suppliers, 875 Avenue of the Americas, New York 1, N. Y.

For brief reference use CSJ—0714.

Four-Lamp Fluorescent Fixture

Sylvania Electric is marketing a four-lamp 40-watt fluorescent lighting fixture, steel constructed, aluminum enamel finished, with a white Miracoated reflector. It is available in three styles—the unshielded C-447, the louver-shielded CL-447, and the plastic-shielded CP-447. They may be mounted on the surface or on a pendant, individually or in rows. For easy maintenance end caps are easily removed, and shield on the CL-447 and CP-447 may be lowered. All three models are furnished with starters, lampholders, and lamps.

Sylvania Electric Products, Inc., 500 5th Avenue, New York 18, N. Y.

For brief reference use CSJ—0715.

Fund-Raising Campaigns

B. H. Lawson Associates, Inc., 307 Sunrise Highway, Rockville Centre, N. Y., fund raising counselors, have published an eight-page, illustrated booklet outlining the most successful ways in which churches, schools, and other public institutions can campaign for funds.

Encyclopaedia Britannica Film

Animals Growing Up, a 16mm. one-reel sound film for primary grade science classes, describes the life of a nest of chickens, five Boston terrier pups, and a calf from shortly after birth until they are nearly old enough to care for themselves.

Encyclopaedia Britannica Films Inc., 1150 Wilmette Avenue, Wilmette, Ill.

For brief reference use CSJ—0716.

Visual Aids in Bookkeeping

A set of six large scale, colored classroom charts illustrating the basic bookkeeping steps and how they are eventually integrated is being marketed now by George F. Cram Co., Inc., 730 East Washington Street, Indianapolis 7, Ind. They were (Continued on page 76A)

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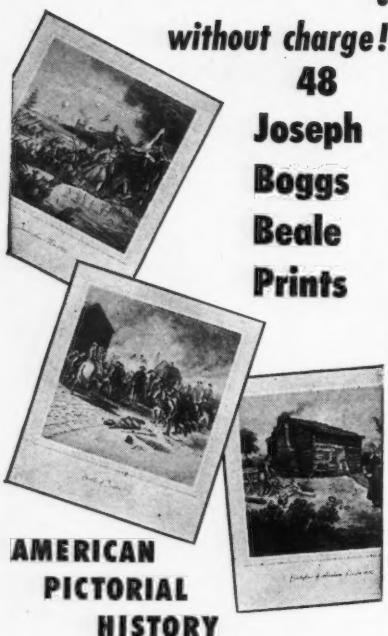
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THE CATHOLIC SCHOOL JOURNAL

New Supplies

(Continued from page 74A)

edited by the South-Western Publishing Co., and are recommended for use with *20th Century Bookkeeping and Accounting*, a South-Western text, though they may be used with other books as well.

For brief reference use CSJ—0717.

New Stencil Sheets

A new line of 10 stencil sheets in sizes from 4 by 8½ in. to 12½ by 22 in., are priced to permit low cost reproduction of as few as five or six copies as well as of large numbers. They are in three colors — blue, for the reproduction of typing, handwriting, illustrations, lettering, free-hand drawing and office forms; yellow, for typing and handwriting; and eye-ease green, for limited illustration, forms, and typing. Stencil green and yellow sheets are recommended for the production of systems and procedures copies. Blue and yellow in legal and letter sizes are available with a satin finish, low glare film cover. Cushions for blue stencils are white; for yellow and green, black.

A. B. Dick Company, 720 West Jackson Boulevard, Chicago 6, Ill.

For brief reference use CSJ—0718.

Small-Size Slide Projector

GoldE Reflex 300 Watt Slide Projector for 2½ by 2½-in. slides is finished in Sierra Brown crackle enamel built right into a tweed covered case. It features noiseless blower cooling, design which prevents heat from reaching the slide and simplifies maintenance, the Rotilt for immediate tilting to projection levels, and a built-in lateral tilt for accurate control.

GoldE Mfg. Co., 1220 West Madison St., Chicago 7, Ill.

For brief reference use CSJ—0719.

RCA Television Demonstrator

John Meagher, television specialist of the RCA tube department has designed a dynamic demonstrator which consists of a complete operating television receiver with all of its circuits, tubes, and other parts laid out flat on a vertical panel. It functions as a "working blueprint" in the instruction of television servicemen and technicians. RCA Service Company has built three of them for use at the Company's headquarters in Camden, N. J., the RCA Institutes in New York, and the West Coast training center in Hollywood.

New Spencer Delineoscope

The new Spencer Delineoscope is a tri-purpose projector, designed to project slide film only, or 2 by 2 slides only, or both slide film and slides. The light source is a cool operating 300-watt bulb. This, in combination with an efficient optical system and hard coated first surface reflector, produces remarkable screen results.

American Optical Company, Scientific Instrument Division, Buffalo, N. Y.

For brief reference use CSJ—0720.

Electric Typing

An interesting booklet, *Electric Typing vs. Manual Typing*, discusses up to date problems of business offices. The booklet may be obtained without cost from:

The Utilization Department, Typewriter Division, Remington Rand, Inc., 315 Fourth Ave., New York 10, N. Y.

New Christmas Cards

The Unique Greeting Card Co., 270 Broad St., Staten Island, N. Y., has announced a new line of Christmas cards. The Catholic assortment is outstanding according to the announcement which invites schools to write for descriptive literature.

(Concluded on page 78A)

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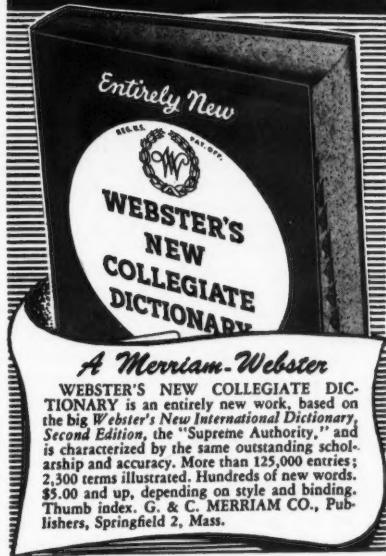
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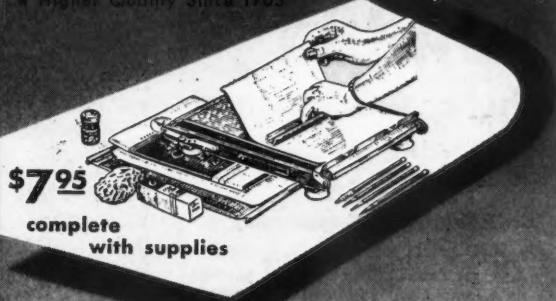
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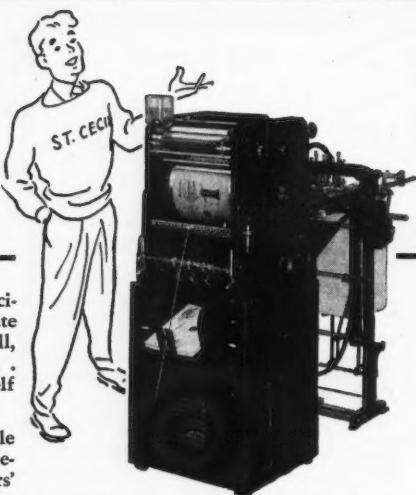
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1457 East 57th Street

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New Supplies

(Concluded from page 76A)

"Love of God": a Film Strip

A new film strip, entitled *Love of God*, deals with the life of St. Lucy Filippini who, in the seventeenth century, founded a community of teaching Sisters. These Sisters came to the United States in 1910. Their mother house is at Walsh, Morristown, N. J.

Catholic Visual Education, 149 Bleecker St., New York 12, N. Y.

For brief reference use CSJ—0721.

A New Record Player

The new Newcomb Portable TRI6B Record Player will play all types of records, including the new 45 RPM and others as well as standard 78 RPM recordings.

Newcomb Audio Products Co., 6824 Lexington Ave., Hollywood 38, Calif.

For brief reference use CSJ—0722.

Beckley-Cardy Catalog

Catalog No. 88, for the school year 1949-50, containing descriptions of school equipment and supplies for every purpose is available now from *Beckley-Cardy Company*, 1632 Indiana Ave., Chicago 16, Ill.

Cram Catalog

The George F. Cram Company, Inc., 730 Washington Street, Indianapolis 7, Ind., recently published a new 48-page, illustrated Teacher Aids Catalog, No. 82, describing a diverse selection of maps, globes, and charts.

Guided Reading

(Concluded from page 68A)

CLASS C

(Wholly Objectionable)

The Wastrel, Frederic Wakeman
The Big Fisherman, Lloyd Douglas*
Anti-Semite and Jew, Jean-Paul Sartre
Castle in the Swamp, Edison Marshall
The Crusaders, Stefan Heym
The Corner That Held Them, Sylvia Warner
The Devil's Own Son, James Cagney
Elephant Walk, Robert Standish
The Fires of Spring, James Michener
The Husband, Natalie Scott
Irishfallen Fare Thee Well, Sean O'Casey
Lucifer With a Book, John Burns
Limbo Tower, William Gresham
Opus 21, Philip Wylie
The Moth, James Cain
Tomorrow Will Be Better, Betty Smith
This Very Earth, Erskine Caldwell
The Cleft Rock, Alice Tisdale Hobart
The Naked and the Dead, Norman Mailer
The Song of the Flea, Gerald Kersh
The Gold Hawk, Frank Verby
Peace of Mind, Dr. Liebman
Asylum for a Queen, Mary Jordan
Raintree County, Ross Lockridge

*Since *The Big Fisherman* is another case of water down the Divinity of Christ, His miracles, His death on the cross, and especially His resurrection, we are putting it on the C list. We cannot even say that it is a good novel. If we really want to read the story of St. Peter, read *Saint Peter the Apostle*, by William Walsh, which we highly recommend.